DOCUMENT RESUME

ED 438 748 HE 032 634

TITLE	University Outreach at Michigan State University: Extending Knowledge To Serve Society. A Report by the Provost's Committee on University Outreach.
INSTITUTION	Michigan State Univ., East Lansing.
PUB DATE	1993-10-00
NOTE	75p.; For "The Emerging Outreach Agenda," a summary of the Capstone Symposium at MSU, see HE 032 635.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	College Faculty; Educational Resources; *Evaluation Criteria; *Faculty Development; Higher Education; Leadership; Linking Agents; Organizational Objectives; *Outreach Programs; Participative Decision Making; *Planning; *School Community Programs; State Universities
IDENTIFIERS	*Michigan State University

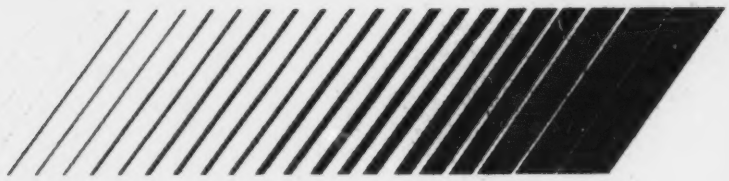
ABSTRACT

This report addresses university outreach efforts at Michigan State University (MSU) and sets out strategic directions for strengthening such efforts. The report focuses on three messages: (1) that faculty, staff, and students are engaged in a significant amount of outreach, although these activities may not always be so labeled; (2) that outreach represents an exciting and attractive scholarly activity for faculty; and (3) that further accomplishments depend upon broad-based faculty leadership at the unit level that seeks excellence in teaching, research, and service. The first section of the report defines the dimensions of the university's outreach efforts; topics cover outreach as a form of scholarship, outreach that benefits external audiences, the contributions of outreach to the university, setting the outreach agenda, multidisciplinary centers and institutes, and stimulating, supporting, and rewarding outreach. The second section examines various strategies for strengthening outreach at MSU, including adopting a new definition of outreach, creating an evaluation system to assess and adjust the amount of outreach, involving multiple parties in outreach planning, rewarding faculty and departmental units appropriately for engaging in outreach, and strengthening outreach through university-wide leadership. A postscript looks at outreach in the 21st century university, and an appendix lists examples of current outreach initiatives at MSU. (Contains 10 references.) (CH)

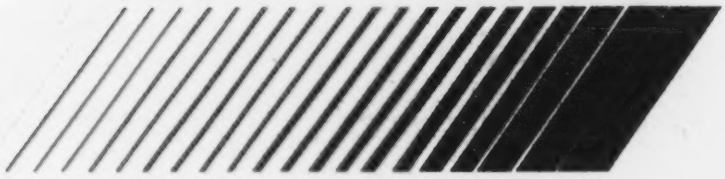
Reproductions supplied by EDRS are the best that can be made
from the original document.

HE

ED 438 748



University Outreach at Michigan State University: *Extending Knowledge to Serve Society*



A report by
The Provost's Committee
on University Outreach

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

MI State University
Vice Provost - Univ. Outreach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

MICHIGAN STATE
UNIVERSITY

BEST COPY AVAILABLE

HE 032 634

The Provost's Committee on University Outreach

JES ASMUSSEN, Professor and Chairperson, Department of Electrical Engineering

KENNETH COREY, Dean, College of Social Science

GEORGE CORNELL, Associate Professor, Department of English and Department of History; and Director, Native American Institute

HIRAM DAVIS, Director, University Libraries

JAMES DEARING, Assistant Professor, Department of Communication

JAMES DYE, University Distinguished Professor, Department of Chemistry

*FRANK FEAR, Professor and Chairperson, Department of Resource Development

DANIEL ILGEN, Hannah Professor, Department of Management and Department of Psychology

GAIL IMIG, Associate Vice Provost and Director, Michigan State University Extension

KAREN KLOMPARENS, Professor, Department of Botany and Plant Pathology; and Director, University Center for Electron Optics

RICHARD M. LERNER, Professor, Department of Family and Child Ecology; and Director, Institute for Children, Youth, and Families

JOHN METZLER, Assistant Professor and Coordinator of Outreach Programs, African Studies Center

JULIA MILLER, Dean, College of Human Ecology

MARILYN ROTHERT, Acting Dean, College of Nursing

LORILEE SANDMANN, Director, Outreach Program Development, Office of the Vice Provost for University Outreach

HARVEY SPARKS, Vice Provost, Human Health Programs

LINDA STANFORD, Professor and Chairperson, Department of Art

CHRISTINE STEPHENS, Assistant Dean, Extension Administration; and Program Director, Agriculture and Natural Resources, MSU Extension

CHARLES THOMPSON, Associate Professor, Department of Teacher Education; and Director, Institute for Research on Teaching Adults

JAMES TIEDJE, University Distinguished Professor, Department of Microbiology and Department of Crop and Soil Sciences; and Director, Center for Microbial Ecology

---

* Committee chairperson

University Outreach at Michigan State University:

Extending Knowledge to Serve Society

A report by
The Provost's Committee on University Outreach

October 1993

University Outreach at Michigan State University:
Extending Knowledge to Serve Society

Table of Contents

Preface iii

The Defining Dimensions of University Outreach 1
- A Definition of Outreach 1
- Outreach as a Form of Scholarship 1
- Outreach as a Cross-Cutting Function 3
- Service, Consulting, and Outreach 4
- Outreach for the Direct Benefit of External Audiences 5
- Outreach as a Major Feature of University and Unit Missions 5
- Contributions of Outreach to the University 5
- Interdependence of Outreach and Other Functions 6
- Balance among the Functions 7
- Outreach as an Integral Function 8
- Outreach and the Institutional Capacity to Adapt 8
- Broadened Access 8
- Setting the Outreach Agenda 9
- Productivity and Accountability 10
- Multidisciplinary Centers/Institutes And Outreach 10
- Stimulating, Supporting, and Rewarding Outreach 10
- The Challenge 11

Strategic Directions for Strengthening University Outreach at Michigan State University 13
- Adopt the New Conception and Definition of Outreach 13
- Create a Measurement and Evaluation System to Track, Assess, and Adjust the Amount of Outreach 14
- Involve Multiple Parties in a Dynamic Process of Outreach Planning, but Place Primary Responsibility at the Unit Level 16
- Reward Units and Faculty Appropriately for Engaging in Outreach 22
- Stimulate, Support, and Recognize Outreach at All Levels of the University 25
- Enhance Access to the University's Knowledge Resources 37
- Strengthen Outreach through University-Wide Leadership 41

Postscript: The Twenty-first Century University and Outreach 47

Major References 49

Appendix: Examples of Outreach at Michigan State University 51

PREFACE

The Provost's Committee on University Outreach was convened in January 1992 with the charge of articulating an intellectual foundation for outreach and making recommendations for further strengthening university outreach at Michigan State University. Over an 18-month period, Committee members read and discussed pertinent literature, interviewed more than 100 MSU colleagues, sought input from about 100 outreach constituents in roundtable discussions conducted across Michigan, and studied university outreach as it is being undertaken at nearly 20 national peer institutions. In addition, a draft version of this report was distributed to on- and off-campus reviewers, and written feedback was used to craft the final edition.

Report organization

This report consists of two major sections: "Defining Dimensions of University Outreach" and "Strategic Directions for Strengthening University Outreach at Michigan State University." The "Defining Dimensions" section establishes the conceptual foundation of the Committee's thinking; the "Strategic Directions" discussion addresses the leadership required for maintaining outreach excellence at MSU.

The report also includes an introductory and a closing section. Content and audience are discussed in the Preface. The Preface also includes an overview of the history and status of outreach at Michigan State with emphasis on describing the effort over the past decade to create a new model for outreach. A postscript briefly discusses "The Twenty-first Century University and Outreach."[1]

A report for whom?

As is the case with any institutional effort of this type, an important question is: For whom is this report written? The question has special significance in this case because many groups have a stake in outreach—groups inside and outside the University. The Committee makes a special effort, however, to direct its comments to the Academy—in particular, to Michigan State University faculty, staff, and students.

Consistent with this focus, the report emphasizes three fundamental messages:

- Faculty, staff, and students across the University are engaged in a significant amount of important outreach, although they may not always call their activities "outreach."
- Outreach, when viewed as a scholarly activity, represents an exciting and attractive opportunity for faculty.
- Despite recent and significant progress associated with integrating outreach at the college and unit levels, much work remains to be done. This work cannot be done by administrators alone. Its accomplishment will depend upon broad-based

[1] A more extensive discussion of various topics considered by the Committee may be found in the report, **Background Papers to the Report of the Provost's Committee on University Outreach, Michigan State University**. The Committee Charge is included in this document, as well as papers on the definition of outreach, the history of outreach at MSU, literature pertaining to university outreach, and the results of the on-campus, off-campus, and peer institution studies. This document has been submitted to the MSU Office of the Provost.

BEST COPY AVAILABLE

leadership, especially from faculty at the unit level as they seek excellence in teaching, research, and service.

In addition to addressing outreach at a particular moment in the history of Michigan State University, it is important to stress that this report is not a call to do more with less. Nor is it a call to do more outreach at the expense of the other central functions of the University. Instead, the Committee offers a way of thinking about outreach which—

- is based in the faculty's commitment to the pursuit and communication of knowledge,
- construes outreach as a mode of scholarship that can enrich and sustain the intellectual vitality of units throughout the campus, and
- supports integration of the multiple dimensions of a scholar's life.

Two important features of this way of thinking include viewing outreach as scholarship, and envisioning outreach as work that cuts across the teaching, research, and service mission of the University.

Perhaps above all else, the Committee understands that reports do not make policy. Readers will form their own judgments regarding what we offer. It is our hope that this report will stimulate, provoke, and encourage an informed and lively debate in the best tradition of scholarly discourse. If that happens, appropriate actions will certainly follow.

Outreach at Michigan State University in historical perspective

From its inception, Michigan State University has maintained a special covenant with the larger society that created and sustains it. Flowing from this covenant has come the responsibility to ensure that the University's vast knowledge resources are put to optimum use in service to society.

In a fundamental way, a vital and energetic outreach mission is dependent upon an institution's capacity to adapt continually to the world's changing knowledge needs. This ability to adapt has been a hallmark of Michigan State from the time of its founding. For example:

- Agricultural short-courses were instituted at Michigan State (then Michigan Agricultural College) in the 1890s—years before national legislation (the Smith-Lever Act of 1914) established the Cooperative Extension Service.
- In the 1920s, Michigan Agricultural College President Kenyon L. Butterfield established the Continuing Education Service to administer off-campus instruction, including cooperative extension in agriculture and home economics, as well as extension work in engineering, industry, sciences, and the liberal arts.
- Established in the 1920s, WKAR Radio quickly became a popular and important means for extending knowledge to external audiences.
- In the late 1940s, President John A. Hannah obtained a major grant from the W.K. Kellogg Foundation to build a continuing education center. The Kellogg Center for Continuing Education, which opened in the early 1950s, was the first of its kind in the nation.
- In the early 1970s, MSU President Clifton R. Wharton commissioned a university-wide study of then lifelong education. MSU's Lifelong Education Task

Force (1973) described the dawning of a new era in which knowledge would grow exponentially and learning across the lifespan would become a necessity for nearly all people. The task force was charged with suggesting strategies for integrating lifelong education at the college and department levels.

Outreach at Michigan State University in contemporary perspective

Today, the need for our University to adapt to the knowledge needs of a changing world is particularly challenging because society is undergoing rapid and fundamental transformation. This transformation requires higher education's active and creative involvement. We are struggling with the advent of a global economy in which all economic sectors must be prepared to compete. We are experiencing the growth of an underclass characterized by high unemployment, crime, and a breakdown of the social fabric. We confront a crisis among our youth who struggle with substance abuse, teen pregnancy, academic failure, crime and delinquency, and the search for meaning in their lives. Environmental challenges threaten our capacity to pass on to future generations enough fresh air to breathe, clean water to drink, and safe food to eat. We live with a health care system that grows increasingly costly and inaccessible for large numbers of our population. As a nation, we are undergoing a fundamental cultural transformation as thousands of immigrants bring a new vitality, diversity and pluralism to our communities, which will forever change the nature of our educational, religious, governmental, and business institutions.

To meet these challenges, Michigan State draws upon a well-established history of extending knowledge in service to society. For over 75 years, the Cooperative Extension Service (Michigan State University Extension) has utilized the University's knowledge resources to support the educational needs of Michigan's 83 counties. The Continuing Education Service, later renamed Lifelong Education Programs, provides credit and noncredit instructional outreach across the state. Human Health Programs—including Human Medicine, Osteopathic Medicine, and Nursing—have established nationally renowned programs by linking teaching, research, and service through a community-based, clinical approach. Similar commitments to outreach are found in a variety of programs and units in Education, Natural Science, Human Ecology, Arts and Letters, Business, Communication Arts and Sciences, Veterinary Medicine, Engineering, Agriculture and Natural Resources, James Madison College, and Social Science.

Transcollegiate programs at MSU are also heavily involved in important and innovative outreach. International Studies and Programs, for example, has given university outreach an international dimension by providing applied research, technical assistance, and instructional programs to nations around the globe. Urban Affairs Programs has linked research and outreach in addressing the problems of our cities. And, through the efforts of the Service-Learning Center, each year thousands of MSU students gain important values and skills as they share their knowledge with agencies and clients.

In summary, outreach involving faculty, students, and staff is occurring throughout the university's fourteen colleges and its various centers and institutes. It is literally impossible to discuss the services of MSU without describing this outreach work. Examples of

outreach that are currently taking place at Michigan State are presented in the Appendix. This work demonstrates the diversity and richness of the MSU outreach experience.[2]

Toward a new model for outreach at Michigan State University

Although a vibrant program of outreach is an MSU tradition, the term "outreach" is actually a recent addition to MSU's vocabulary. It was chosen in 1990 as an encompassing way for MSU to describe how it extends its knowledge resources to society. Other terms, such as "lifelong education" and "extension" identify components of the University's outreach mission.

This approach is a major part of a new university model for outreach, a model that has taken shape and form at Michigan State over the last decade through a variety of linked initiatives. The overall goal is to strengthen the outreach by making it a more central and integrated dimension of the institution's overall mission.

In the mid-1980s, then Acting Dean of Lifelong Education Programs (LEP), Dr. Judith Lanier, assumed leadership for crafting and circulating a proposal for reorganizing LEP. The position of Assistant Provost for Lifelong Education was created in 1988, and the University began the process of phasing out LEP as a separate administrative unit. At the same time, responsibility for addressing society's lifelong learning needs was integrated into each major academic and administrative unit in a manner parallel with graduate and undergraduate education.

Also in the mid-1980s, lifelong education became one of five major university planning platforms undertaken by the Office of the Provost as part of the University's strategic planning efforts. Those platforms included CRUE (The Council to Review Undergraduate Education), CORRAGE (The Council to Review Research and Graduate Education), The MSU IDEA (Michigan State University—Institutional Diversity, Excellence in Action), AMPS (Administration, Management, and Program Support), and PLUS (Planning for the Lifelong University System). The PLUS platform was intended to strengthen adult access to the university's instructional programs, increase the university's capacity to respond to lifelong learning needs as they emerge, and build a statewide network of regional exchanges that would engage in both needs assessment and program delivery. In 1988, the W. K. Kellogg Foundation awarded MSU $10.2 million to support this lifelong education agenda.

In 1989, a committee chaired by Dr. John Cantlon, then Vice President for Research and Graduate Studies at MSU, completed a comprehensive study of the Michigan Cooperative Extension Service (MCES). Recommendations included broadening the MCES mission in order to better serve clientele needs, integrating the MCES more fully with the rest of the campus, and strengthening links between the MCES and the university's faculty. The Cantlon Committee further underscored the need for MSU to strengthen its overall outreach mission.

Soon after the Cantlon Committee issued its findings, the Council on the Review of Research and Graduate Education (CORRAGE) began its deliberations. While the primary focus of CORRAGE (1991) was to strengthen the University's research and

---

[2] A list of over 100 examples of MSU outreach is included in the Background Papers document cited in footnote 1.

graduate education mission, the Council reaffirmed the importance of the knowledge extension process by asserting that the University "...has the responsibility of combining the highest quality research with the highest quality teaching and application of knowledge for the purpose of human enlightenment and enablement."

When Dr. James C. Votruba arrived as Assistant Provost for Lifelong Education in 1989, he advocated a more comprehensive approach to the University's knowledge extension activities. From lifelong education, with its emphasis on making campus instructional programs available at times and in locations convenient to adults, he proposed defining lifelong education as the process of extending research, teaching, and professional expertise of the University in order to respond to the problems faced by individuals, groups, and the larger society. This broader definition of the knowledge extension and application process was adopted by the University under the rubric of "university outreach." In 1991, the Office of the Vice Provost for University Outreach replaced the Office of the Assistant Provost for Lifelong Education.

In the early 1990s, under Director Gail L. Imig's leadership, the Cooperative Extension Service's logo became "Michigan State University Extension," signaling its strengthened linkage to the whole University. About a year later, the University Outreach regional offices were consolidated with the MSUE regional system, thereby further accentuating a more integrated approach to outreach.

Outreach today at Michigan State University

In this new conception, outreach takes a variety of forms and is undertaken using a variety of processes. Indeed, this diversity in substantive focus and approach is a distinguishing characteristic of outreach at Michigan State. At MSU, outreach sometimes takes the form of applied research and technical assistance to help clients, individually and collectively, to better understand the nature of a problem they confront. It may involve demonstration projects that introduce clients to new techniques and practices. Frequently it extends the campus instructional capacity through credit and noncredit courses to meet the needs of adult students. Or, it may provide policy analysis to help shape and inform the public policy process.

In much of the outreach it undertakes, MSU collaborates with end-users and other parties in a dynamic process of knowledge discovery and application. By participating in outreach, MSU faculty, staff, and students not only extend knowledge to those who might benefit from it, they often learn and grow professionally and personally from these outreach experiences.

This new model for outreach serves as background to the charge to the Provost's Committee for University Outreach at Michigan State. That charge includes two important components: creating an intellectual foundation for outreach, and recommending ways of further strengthening outreach at MSU. Each of these components will now be addressed.

The Defining Dimensions of University Outreach

A Definition of Outreach

Universities exist to generate, transmit, apply, and preserve knowledge. When they do these things for the direct benefit of external audiences, they are doing university outreach.

Universities exist to generate, transmit, apply, and preserve knowledge. When they do these things for the direct benefit of external audiences, they are doing university outreach.

The essence of our thinking about outreach is contained in the following definition:

> OUTREACH IS A FORM OF SCHOLARSHIP THAT CUTS ACROSS TEACHING, RESEARCH, AND SERVICE. IT INVOLVES GENERATING, TRANSMITTING, APPLYING, AND PRESERVING KNOWLEDGE FOR THE DIRECT BENEFIT OF EXTERNAL AUDIENCES IN WAYS THAT ARE CONSISTENT WITH UNIVERSITY AND UNIT MISSIONS.

Outreach as a Form of Scholarship

We conceive of outreach as a scholarly activity—it both draws on knowledge developed through other forms of scholarship and contributes to the knowledge base.

Outreach, as are all dimensions of the University's academic mission, is rooted in scholarship. Scholarship is what scholars do; they teach, do research, and serve the University, their disciplines, fields, or professions, and the surrounding society:

- Teaching is a scholarly activity, whether those taught are traditional undergraduate or graduate students taking classes on campus or are traditional or nontraditional students taking classes in off-campus locations during hours set to accommodate their schedules, or in noncredit seminars or workshops reached by modern communication technologies, or in the workplace or community settings through consultation and technical assistance.
- Research is a scholarly activity, whether it is undertaken solely to advance knowledge within a discipline or field, or is intended to respond to pressing problems or issues identified by such external constituencies as local communities, state, national, or international agencies, business or industrial firms, citizen groups, or schools, hospitals, or other public sector and nonprofit organizations.
- Service may be less readily embraced as a scholarly activity, but scholars recognize its importance not only when they serve on university, disciplinary, or professional committees or organizations, but also when they draw on scholarly knowledge to provide medical or therapeutic services, testify before the legislature or Congress, serve on state, national, or international commissions or advisory groups, or work through professional societies to prepare studies and reports on significant societal or global problems.

Teaching, research, and service are simply different expressions of the scholar's central concern: knowledge and its generation, transmission, application, and preservation. . . . Outreach covers the full spectrum of knowledge functions.

Teaching, research, and service are simply different expressions of the scholar's central concern: knowledge and its generation, transmission, application, and preservation. When scholars generate knowledge, they discover or create it; when

scholars transmit knowledge they share it with others; when scholars apply knowledge they do so for the purpose of helping others better understand, and sometimes address, circumstances and problems; and when scholars preserve knowledge they seek to save what has been learned for future access.

Outreach can and does cover the full spectrum of knowledge functions. Sometimes outreach involves generating knowledge (e.g., clinical intervention studies). It may also involve transmitting knowledge (e.g., continuing professional education), applying knowledge (e.g., technical assistance), and preserving knowledge (e.g., creating electronically accessible data bases).

The essence of scholarship is the thoughtful creation, interpretation, communication, or use of knowledge that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields.

In offering this perspective, we fully appreciate that the definition of "scholarship" is a subject of considerable debate in academe. Some scholars argue that scholarship involves discovering or creating new knowledge or, at the very least, synthesizing knowledge in a new way. From this perspective, scholarship is generally synonymous with research. Others offer that communication of one's findings is an important dimension of scholarship. Still others feel that "reflective practice" distinguishes scholarship from non-scholarly, repetitive activities.

What, indeed, makes an activity scholarly? At the literal level, as we have asserted, scholarship is what scholars do: they teach, they do research, and they serve their disciplines/professions, the University, and society. But all of us have observed teaching that is not always scholarly, have read research that appears too mechanical to be called scholarship, and have experienced service that has more to do with other attributes than with any scholarly gifts.

We believe that the essence of scholarship is the **thoughtful creation, interpretation, communication, or use of knowledge that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields.** What qualifies an activity as "scholarship" is that it be deeply informed by accumulating knowledge in some field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism.

In our thinking, outreach has the same potential for scholarship as the other major academic functions of the University. This requires the need for a definition that positions outreach at the heart of what the University is and does.

In advancing this conception of outreach, we interpret and apply the thinking embodied in the work of contemporary scholars, such as Ernest Lynton (1992) and Ernest Boyer (1990), who propose an expanded notion of scholarship. For example, although he understands outreach as a separate function and we see it as a cross-cutting function as will be described in the following section, Lynton's (1992:9,14) view of outreach as a scholarly activity parallels our own:

Outreach has the same potential for scholarship as the other major academic functions of the University.

> For pragmatic...as well as substantive reasons, we believe that it is necessary to reexamine prevalent conceptions of what it means to be a scholar. Balance of esteem among research, teaching, and outreach requires the recognition that teaching and outreach not only are essential activities, but that they constitute as much of an intellectual challenge as research, and are equally integral parts of the professional work of a scholar.... Scholarly research occurs when the facts and figures are

> transformed into new knowledge. Similarly, just as research is more than the gathering of information, so are teaching and outreach more than the transmission of facts. All three activities advance knowledge by the process which transforms information into understanding. Knowledge is based on but transcends information, and the transformation of information into new knowledge is the essence of scholarship.

And Boyer (1990:13) writes:

> We proceed with the conviction that if the nation's higher learning institutions are to meet today's urgent academic and social mandates, their missions must be carefully redefined and the meaning of scholarship creatively reconsidered.... "Redefining" (scholarship) means bringing to scholarship a broader meaning, one in which legitimacy is given to the full scope of academic work.

At Michigan State, applying Boyer's creative reconsideration of scholarship will require vigorous debate. That debate will include discussions about many issues, including how to evaluate the scholarly quality of outreach work, and how to separate outreach as scholarship vis-à-vis outreach that involves delivering knowledge in routine and repetitive ways.

In the tripartite division of teaching, research, and service, outreach has been traditionally identified with "service." Outreach is better conceived as a cross-cutting function.

Outreach as a Cross-Cutting Function

In the tripartite division of teaching, research, and service, outreach has been traditionally identified with "service." We suggest that outreach is better conceived as a **cross-cutting function**. In this way of thinking about outreach, there are forms of outreach teaching, research, and service, just as there are forms of non-outreach teaching, research, and service. For example, off-campus credit coursework is an example of outreach teaching. On-campus coursework offered for undergraduate students on Mondays-Fridays from 8 a.m.-5 p.m. represents non-outreach teaching. Collaborative, problem-solving research with external clientele is an example of outreach research, as contrasted with disciplinary research, which is often non-outreach research. And, medical and therapeutic services provided through a clinical service plan offers an example of outreach service. Service on university committees represents non-outreach service.

Some activities span categories and there are certainly linkages between non-outreach and outreach work.

Obviously, some activities span categories and there are certainly linkages between non-outreach and outreach work. For example, the results of non-outreach research are often later transmitted to users through outreach teaching and outreach service. There are also linkages across the teaching, research, and service categories. Technical assistance, for example, often spans teaching, research, and service. Technical assistance could be considered a form of teaching because it involves the transmission or communication of specialized knowledge. Yet it sometimes involves research. And a case could be made for thinking of it as a form of service. The important point is that technical assistance does constitute a form of outreach as long as it is scholarship conducted for the direct benefit of external audiences in ways that are consistent with University and unit missions.

Both types of linkages—between non-outreach and outreach activities, and between and among teaching, research, and service activities—are often required as Michigan State undertakes its activities.

Both types of linkages—between non-outreach and outreach activities, and between and among teaching, research, and service activities—are often required as Michigan

State undertakes its activities. For example, an effort directed at improving the health of inner city young people might involve research pursued in collaboration with public and nonprofit agencies, seminars for education and health professionals, public policy consultation with elected city officials, guidance in the design and execution of large-scale murals by young people, and the joint organization of theatrical and musical events to clarify and dramatize key problems, and to raise funds to help address them.

These linkages add value to the efforts undertaken by MSU, and may also bring greater coherence to our lives as scholars.

These linkages add value to the efforts undertaken by MSU, and may also bring greater coherence to our lives as scholars. Indeed, many scholars organize and carry out their programs in exactly this way—sometimes without recognizing it, and at other times without receiving recognition from peers and administrators for integrating their scholarship across domains.

Service, Consulting, and Outreach

Just as is the case with teaching and research, there are outreach and non-outreach forms of service.

If outreach cuts across teaching, research, and service, how does this approach compare with the traditionally held view of outreach as service? Just as is the case with teaching and research, there are outreach and non-outreach forms of service.

As a form of outreach, service involves a scholar's efforts to generate, transmit, apply, or preserve knowledge for the direct benefit of external audiences in ways that are consistent with University and unit missions. Serving on a government commission, for example, is outreach service if the activity calls on the scholar's expertise and the subject-matter pertains to the programs and mission of the university unit(s) in which the scholar is appointed. On the other hand, if a chemist serves on the fundraising committee of a local nonprofit organization--a role that is apart from one's scholarly expertise and the programs of one's university unit--then that person engages in non-outreach service.

We do not exclude non-outreach service from the domain of outreach to diminish its importance. Indeed, this work is highly valued and often represents major contributions to society. It simply does not qualify as university outreach according to our definition.

Consulting requires scholarly expertise and frequently involves creating, transmitting, applying and/or preserving knowledge for the direct benefit of external audiences. But not all consulting is undertaken in conjunction with a unit's programs or advances a unit's mission.

Another important question is: How does our view of outreach apply to consulting? This is an important question because faculty and staff members routinely make knowledge available to the public, private, and nonprofit sectors in the form of consulting. This work is sometimes, but not always, undertaken on a fee-for-service basis.

Consulting requires scholarly expertise and frequently involves creating, transmitting, applying and/or preserving knowledge for the direct benefit of external audiences. But not all consulting is undertaken in conjunction with a unit's programs or advances a unit's mission. Consequently, it is our view that there is consulting-as-outreach and consulting-not-as-outreach. Whether a client pays a fee does not determine whether a consulting activity is outreach.

In making this distinction between two forms of consulting, we are not suggesting that all consulting efforts should be done as outreach. We only propose that there is an important distinction between the forms of consulting.

The general principles outlined here can be drawn upon to create policies at the unit level so that it is clearly understood what constitutes outreach service and consulting-as-outreach. These policies are needed in order to address important issues such as faculty load and rewards.[3]

Outreach for the Direct Benefit of External Audiences

The University "reaches out" to external audiences in one or more of these dimensions: distance, time and place, and format and approach.

Through outreach, the University extends its knowledge resources for the direct benefit of external audiences. This includes such efforts as making it possible for students in distant locations to complete most of their degree programs without having to commute to the main campus, offering graduate courses on campus during the evening hours to better accommodate the schedules of working adults, providing noncredit instruction for professionals in new and important subject-matter, and collaborating on a research and development project with staff of a business or industry.

The University extends itself (or "reaches out") to external audiences in one or more of these dimensions: distance, time and place, and format and approach. It extends itself:

- in **distance** when it makes its knowledge resources accessible to those who do not live nearby;
- in **time and place** when knowledge resources are made available at convenient times and locations; and
- in **format and approach** when knowledge is made available in ways that are appropriate for those who seek it.

Outreach as a Major Feature of University and Unit Missions

Outreach should be considered a major function of the University, not a minor or ancillary function to be honored in rhetoric but minimized in practice.

As a land-grant university, Michigan State University has an historically recognized, as well as legislatively mandated, responsibility to extend its knowledge resources to the people of the state and the nation. Tradition, pragmatism, and University policy have made the reach of this responsibility global. MSU's outreach responsibilities and capacities are unique in the state. Accordingly, outreach should be considered a major function of the University, not a minor or ancillary function to be honored in rhetoric but minimized in practice.

Contributions of Outreach to the University

It seems obvious that the University contributes to the surrounding society through outreach, but it may be less obvious that outreach also makes three particularly important contributions to the University itself:

---

[3] A discussion of outreach as a cross-cutting form of scholarship may be found in the **Background Papers** report. Included in the discussion is a more extensive treatment of outreach and service, and consulting-as-outreach and consulting-not-as-outreach.

Outreach affords faculty, staff, and students windows on current reality, and the perspectives gained through these windows inform a scholar's understanding of the contemporary meaning, value, and use of their disciplinary or professional knowledge.

- **Vitality in Research and Teaching**

Outreach affords faculty, staff, and students windows on current reality, and the perspectives gained through these windows inform a scholar's understanding of the contemporary meaning, value, and use of their disciplinary or professional knowledge. Outreach also raises fascinating and important questions. As a result, on-campus research and teaching become more vital, more alive, and the intellectual life of the whole university is more stimulating.

- **Institutional Identity**

As both a land-grant and a research university, Michigan State has long represented a distinctive combination of teaching, research, and public service. Our definition of outreach changes the way these functions have traditionally been conceptualized and labeled. But in so doing, it highlights rather than diminishes the uniqueness of the University's identity among the state universities of Michigan. Even when outreach is restricted to solving problems with existing knowledge, it often inspires new research, thereby enriching and guiding the scholarly work of the university. Thus, outreach can exert a continuous shaping influence on the character, the orientation, and the activities of a university and its faculty, staff, and students.

- **Political and Financial Viability**

Outreach creates an explicit link between the University and the larger society on which it depends for legitimacy and support.

This identity, with the concomitant recognition of the University as a source of usable knowledge across many domains—social, scientific, technical, economic, educational, humanistic, medical, urban, and agricultural—has strong appeal for public, private, profit and nonprofit institutions, state and local governments, and individual citizens. Outreach also helps create an explicit link between the University and the larger society on which it depends for legitimacy and support.

Interdependence of Outreach and Other Functions

A robust program of basic research (i.e., non-outreach research) is crucial, not merely to the reputation of the University, but to its very ability to contribute to society. Without the new and renewed knowledge generated by basic research, other forms of scholarship lose their base, their freshness, and their intellectual energy.

Without the new and renewed knowledge generated by basic research, other forms of scholarship lose their base, their freshness, and their intellectual energy.

Yet, basic research and other scholarship without obvious, direct application to current societal problems also profit from and *even depend upon* the public and political support that high-quality outreach engenders for the University. The contributions that the University makes to society through outreach are far more easily communicated to, and recognized by, the public and legislators, the governor, and other public representatives than are the subtler and more indirect contributions of basic research. Failure to grasp the dependence of basic research on outreach jeopardizes basic research. Such a failure is just as damaging to the cause of scholarship at MSU as is the failure to recognize the reciprocal dependence of outreach on basic research.

Balance among the Functions

Even within our integrated way of thinking about outreach . . . the challenge of balancing these various activities remains.

Even within our integrated way of thinking about outreach, including the recognition that outreach and non-outreach activities overlap, influence, and contribute to each other, the challenge of balancing these various activities remains. Maintaining balance involves the thoughtful management of real and enduring tensions.

On the positive side, the fact that the university offers different types of knowledge-based services increases our adaptability. In difficult budget times, such as the present, if the demand for one of our services (e.g., undergraduate instruction) declines, another service can take up the slack. To take advantage of MSU's natural diversification, everyone in the University—the Board of Trustees and administration, as well as the faculty, staff, and students—must honor the full range of functions, supporting the different mixes of functions appropriate for different units at different points in time.

But there are important constituencies—internal as well as external—for all of our services (on-campus undergraduate and graduate instruction, formal and nonformal off-campus instruction, basic and applied research, and so on). At any given time, some of these constituencies will believe that the allocation of attention and resources among the services is out of balance.

To sustain the whole system as an institution with a land-grant mission, it is essential to maintain a working balance among the functions.

Because the several functions of the University are mutually dependent in the ways suggested above, they form a system. To sustain the whole system as an institution with a land-grant mission, it is essential to maintain a working balance among the functions. Paradoxically, if any function were to become dominant at the expense of the others then, in the long term, that function's very success might spell its own demise. For example, if on-campus undergraduate instruction were to consume too many resources at the expense of outreach, or outreach teaching were to use too many resources at the expense of basic research, then the *whole system*—including the temporarily ascendant function—would be jeopardized. The vitality of each function depends upon the vitality of all the others. Thus, the advocates for each function have a stake in the preservation of a working balance among the functions.

Just as we must begin to think much more in whole-system terms if humankind is to develop appropriately, we must also think much more in whole-system terms for the University to excel.

Broad comprehension of these systemic facts of life would moderate the inevitable tensions. Just as we must begin to think much more in whole-system terms if humankind is to develop appropriately, we must also think much more in whole-system terms for the University to excel. Some would argue that MSU could survive and even prosper with sharply reduced attention to both outreach and basic research, and a corresponding increase in attention to undergraduate instruction. We believe that, under such conditions, the institution that survived would no longer be Michigan State University as we know it.

Unfortunately, we do not know completely what the current level of outreach activity is or whether the balance of outreach and non-outreach activities is appropriate because, at present, MSU has a limited system for measuring many types of outreach activities. The creation of such a measurement system would facilitate more informed discussion of the appropriate balance.

Even so, there will be persistent and irreducible differences about the appropriate balance. There are significant differences even among members of the Outreach Committee. We all agree, however, that outreach should be a major function of the

BEST COPY AVAILABLE

University, not a minor or ancillary function. Thus, our differences remain within a manageable range of tolerance. We believe that this is also true university-wide.

Finally, we also agree that the appropriate balance cannot be set by any one body for the entire university. Instead, the balance is and should be set through a dynamic process of discussion and negotiation at several levels: between university administrators and outside constituencies, between central administrators and deans, between deans and department chairs/school directors, and among chairs/directors, faculty members, and external constituents. This kind of dynamic interaction will enable the institution to adjust continually to changing circumstances and pressures without losing its equilibrium.

As a form of scholarship and a major function of the University, outreach should be integral to the intellectual life of the entire University, not isolated and marginalized in special units.

Outreach as an Integral Function

As a form of scholarship and a major function of the University, outreach should be integral to the intellectual life of the entire University, not isolated and marginalized in special units. At different levels and in ways appropriate to their discipline or profession, all academic units at MSU—though not necessarily every individual faculty member—should engage in outreach. For example, MSU Extension—as a major unit dedicated to outreach—can provide connections and support for faculty outreach activities. But MSUE cannot and should not be expected to take sole responsibility for outreach at Michigan State. To ensure a vital and energetic outreach mission, and for outreach to thrive at MSU, it must be a part of every academic unit.

Outreach and the Institutional Capacity to Adapt

The University is increasingly called upon to generate and provide knowledge about a widening array of social, cultural, economic, environmental, and technical challenges. The very pace of change in the society constantly creates new needs for knowledge and corollary needs for learning throughout the lifespan. A university in which outreach is integral to all units is in a far better position to respond to emerging problems and issues than one in which outreach is isolated in certain areas or units. Internal diversification enhances the institution's capacity to adapt to changing needs and circumstances.

Broadened Access

From the time of its founding in 1855, Michigan State University has provided access to postsecondary education for a much broader array of students than were served by traditional institutions of higher education. The University should continue to do so, but developments both within MSU and in the larger society suggest that the University's definition of "access" should itself be broadened.

Since MSU's founding, a dozen regional universities and many more community colleges have been launched and have matured into institutions serving every corner of the state. Together, they provide ready access to virtually anyone who wishes to pursue postsecondary education. Meanwhile, MSU has become a research university of national and international reputation, and the University has diversified

MSU's approach to providing access to its knowledge resources must be responsive to societal needs with the overriding goal of maximizing the social and economic return on the state's public investment.

A close match between faculty expertise and the substantive foci of outreach activity is essential to ensure a robust level of authentically knowledge-based outreach, as well as to integrate outreach into the intellectual fabric of the university.

Because the needs of Michigan and the resulting demands for assistance from the University are practically limitless, setting priorities among needs inevitably proves far more difficult than identifying them.

and strengthened its capacities to extend the fruits of research to the people of the state, nation, and world.

At the same time, society has entered what many describe as a "knowledge age" with an emphasis on learning across the lifespan. Continuous learning is needed today by nearly everyone to maintain and improve one's standing in the job market, to exercise citizenship, to enhance the whole individual, to improve the business climate, and to fulfill a variety of other important sociocultural functions.

Given this dramatically transformed configuration of capacities across the state and within the University, and the advent of the knowledge age, MSU can and should provide access to knowledge through a wide array of outreach activities. MSU's approach to providing access to its knowledge resources must be responsive to societal needs with the overriding goal of maximizing the social and economic return on the state's public investment.

Setting the Outreach Agenda

Outreach activities should focus at the intersection of faculty expertise and interests, on the one hand, and high priority societal needs for knowledge, on the other. A close match between faculty expertise and the substantive foci of outreach activity is essential to ensure a robust level of authentically knowledge-based outreach, as well as to integrate outreach into the intellectual fabric of the university. Therefore, the problems, needs, and opportunities to be addressed through outreach should be chosen at levels close to the individual faculty member—the level of the department/school or multidisciplinary center and institute.

To ensure that outreach activities focus on important societal needs, however, all units will want to design thoughtful ways of identifying and setting priorities among problems, frequently through the direct participation of advisory groups representing key external constituencies along with formal needs assessments. Problems, needs, and opportunities are not objective facts but social and intellectual constructions. Ideally, the construction of needs and the setting of priorities are derived from discussion between faculty and external constituencies.

Because the needs of Michigan and the resulting demands for assistance from the University are practically limitless, setting priorities among needs inevitably proves far more difficult than identifying them. Outreach priorities will include problem-focused outreach as well as instructional outreach, including credit and noncredit instruction and professional continuing education.

University administrators can and should help units manage these expectations not only by providing assistance in designing unit- and college-level needs assessment and priority-setting systems, but also by conducting broad-gauged, statewide needs assessments and using the results to establish university-wide thematic priorities.

If expressed through the establishment of incentives for outreach related to the thematic priorities, leadership of this kind can enhance the coherence of the University's outreach agenda without unduly constraining unit-level decision making. Such coherence is crucial not only to effective outreach programming, but also to the

An integrated, decentralized approach to priority setting allows each unit considerable flexibility to set an agenda that will enable its faculty to make the maximum contribution.

University's ability to tell its story effectively to the public, the legislature, the governor, and specific constituencies around the state, nation, and world.

Productivity and Accountability

The mix of activities pursued by a unit will depend upon such factors as the nature of the discipline, field, or profession to which it relates, the levels of seniority and range of talents represented in its faculty, and the demands and opportunities for non-outreach activity (e.g., for on-campus instruction and externally funded basic research), as well as the demands and opportunities for outreach activity. An integrated, decentralized approach to priority setting allows each unit considerable flexibility to set an agenda that will enable its faculty to make the maximum contribution.

With this flexibility goes a responsibility to honor the full range of the University's mission, including the proposition that outreach is a major function that cannot be neglected by any academic unit.

With this flexibility goes a responsibility to honor the full range of the University's mission, including the proposition that outreach is a major function that cannot be neglected by any academic unit. A unit should deliberately choose a mix of activities that enables all of its members to contribute the maximum to the total scholarly productivity of the unit, and outreach as conceptualized here provides units with a broadened array of ways to demonstrate productivity.

Multidisciplinary Centers/ Institutes And Outreach

Because of their complexity, many problems in contemporary society can only be understood with the aid of theories, concepts, and methods from multiple disciplines. Just as multidisciplinary centers have proven essential organizational vehicles for much basic research and on-campus instruction, they also hold considerable value for integrating outreach research, teaching, and service.

These centers and institutes offer a convenient way to bring to bear knowledge from across the University. They may also represent an increasingly important organizational form as the University moves into the twenty-first century.

If the concept of outreach as a major, connected, integral, knowledge-based form of scholarship is to become a reality at MSU, the University must stimulate, support, and reward outreach appropriately.

Stimulating, Supporting, and Rewarding Outreach

If the concept of outreach as a major, connected, integral, knowledge-based form of scholarship is to become a reality at MSU, the University must stimulate, support, and reward outreach appropriately. That is, we must find ways to make outreach—

- intrinsically appealing by providing opportunities for the expression of authentic faculty interests through outreach;
- no more burdensome than non-outreach activities by offering effective forms of administrative and technological support; and
- well-rewarded through incentive and recognition programs, as well as more prominence in evaluation, promotion, and tenure processes.

Measures to make outreach attractive are far more likely to weave outreach into the fabric of the University than are hard-nosed pressures and penalties.

The Challenge

Michigan State University, as both a land-grant and a major research university, has long maintained a commitment to all components of scholarly activity: knowledge generation, transmission, application, and preservation.

American universities are facing a major challenge to maintain quality and be more responsive to the needs of society. University outreach activities do play and must continue to play a major role in meeting this challenge. Michigan State University, as both a land-grant and a major research university, has long maintained a commitment to all components of scholarly activity: knowledge generation, transmission, application, and preservation. By broadening its view of outreach and integrating that view more completely into the structure and function of the University, MSU is in a unique position to provide the kinds of outreach activities that will respond to society's needs while maintaining excellence in all knowledge domains.

Even when the expertise exists within the University to address a number of societal problems, however, human resources, time, money and personnel will fall short of demand; the needs of society far exceed the ability of the University to respond. Therefore, responding to outreach demands will require setting priorities and carefully managing available resources.

The defining dimensions of outreach just described, and the strategic directions for strengthening outreach that follow, are this committee's attempt to provide a framework for guiding the development of priorities related to Michigan State University's outreach response.

Strategic Directions for Strengthening University Outreach at Michigan State University

In this section, we present recommendations for further strengthening university outreach at Michigan State University. The recommendations are written in the form of general principles for action. Examples are frequently presented in the text to illustrate what and how action might be taken. These examples are meant to be suggestive rather than definitive.

To assure that outreach is a major, well-rewarded, and well-supported function at Michigan State University, we offer recommendations in the following categories:

- Adopt the new conception and definition of outreach
- Create a measurement and evaluation system to track, assess, and adjust the amount of outreach
- Involve multiple parties in a dynamic process of outreach planning, but place primary responsibility at the unit level
- Reward units and faculty appropriately for engaging in outreach
- Stimulate, support, and recognize outreach at all levels of the University
- Enhance access to the University's knowledge resources
- Strengthen outreach through university-wide leadership.

Adopt the New Conception and Definition of Outreach

Outreach is a form of scholarship that cuts across teaching, research, and service. This way of thinking about outreach should be incorporated into policies and practices at Michigan State.

Outreach is a form of scholarship that cuts across teaching, research, and service. This way of thinking about outreach should be incorporated into policies and practices at Michigan State.

> ***Recommendation 1:*** Michigan State University should formally adopt the conception and definition of outreach articulated in this report.

As described in the "Defining Dimensions" section of this report, outreach is conceived as a cross-cutting and connecting function. In this conception, there are both outreach and non-outreach varieties of teaching, research, and service. What distinguishes outreach from non-outreach forms of activities is whether the University is reaching out in one or more ways: in distance, time, clientele, or format. Outreach is one of the many forms of scholarship engaged in by faculty. It involves generating, transmitting, applying and preserving knowledge for the direct benefit of audiences for whom the University seeks to extend itself in ways that are consistent with university and unit missions.

Despite the fact that outreach has been an important feature of Michigan State's history, a lack of clarity about outreach persists to this day. Consequently, we suggest that the conception of outreach outlined here become an essential feature of Michigan State's Mission Statement and other documents used to describe the University. It

should also be adopted for measuring individual and unit outreach activity levels. This would lead, for example, to revisions in both the Professional Accomplishments Form that is annually completed by faculty, and in the unit-level Academic Program Planning and Review (APP&R) process. In addition, the conception of outreach should become the common reference point for relevant university forms, including those associated with promotion and tenure reviews for faculty. Finally, the concepts and perspectives included in this report should be drawn upon by key administrative and academic officers, including the Board of Trustees, the President, the Provost, the Vice President for Research and Graduate Studies, and the Vice Provost for University Outreach, when they are making public presentations and writing about outreach.

All of these changes are needed to assure that a clarity of understanding exists about outreach at Michigan State. This is an important first step in connecting institutional rhetoric with institutional practice.

It is not possible to plan effectively for outreach unless a system is established to track the amount, variety, and quality of outreach that is taking place at Michigan State.

Create a Measurement and Evaluation System to Track, Assess, and Adjust the Amount of Outreach

It is not possible to plan effectively for outreach unless a system is established to track the amount, variety, and quality of outreach that is taking place at Michigan State.

> ***Recommendation 2:*** Michigan State University should establish a system for measuring, monitoring, and evaluating outreach. This system should have sufficient standardization to permit aggregation at the unit, college, and University levels, and also offer sufficient flexibility to accommodate important differences across disciplines, professions, and units.

If outreach is to serve effectively to enhance institutional identity, political and financial viability, and vitality in research and teaching, methods for its measurement and evaluation must be developed that are credible both to members of the university community and to people external to it. Put another way, if outreach is to serve as one of the primary indices of both the faculty and the University's productivity, then the quality and acceptance of the means by which it is measured and evaluated must be comparable to those of other commonly used productivity indices.

Currently, there is no clear, accepted system for measuring outreach.

Currently, there is no clear, accepted system for measuring outreach other than for instructional outreach or lifelong education. This is due in large part to the lack of attention paid to thinking about the nature of outreach and its role as a product of the University and the work of the faculty. With agreement upon the nature of outreach (as offered by the Committee in this report), it should be no more difficult to measure and evaluate than on-campus teaching and basic research.

In teaching, academic credit hours (ACHs) provide a usable, if approximate, measure of the quantity of instruction performed by individual faculty members. ACHs are readily aggregated at the unit, college, and university levels, and they

We do not have good measures for other types of outreach teaching, including: noncredit workshops, conferences, seminars, or training events; lectures, addresses, or talks; consultation and technical assistance; and radio or television appearances as an expert.

apply equally well to formal instruction that we would classify as outreach (off-campus) and to non-outreach (on-campus) instruction. Student evaluations of instruction are accepted as one criterion of quality. We see no reason to insist upon better information about the quality of outreach teaching than we are prepared to accept for similar on-campus activity. Thus, our definition of outreach demands no new measures or developments in the area of credit instruction.

We do not, however, have good measures for other types of outreach teaching, including: noncredit workshops, conferences, seminars, or training events; lectures, addresses, or talks; consultation and technical assistance; and radio or television appearances as an expert. As to evaluation of such non-formal outreach teaching, surveys of client satisfaction—the rough equivalent of student evaluations of teaching—may be possible in many though not all cases. Some have suggested that genuine evaluation of this type of teaching would have to involve some assessment of its impact. If so, this higher standard should be applied equally to on-campus and outreach teaching.

In the area of research, the picture is also mixed. Under our definition, research qualifies as outreach when it is done for the direct benefit of audiences external to the University (often in collaboration with them), and is also consistent with unit and University mission. Examples of outreach research include policy studies or data analyses commissioned by federal, state, or local agencies; action research projects carried out in collaboration with outreach clientele; public opinion surveys conducted for the media or for such clients as labor unions; exploratory (often collaboratory) research with and/or for a corporation; safety or health-oriented tests of products or packaging; and clinical trials of drugs or other experimental medical products or methods.

The traditional indices of research productivity include the amount of external funding generated, the number of grants from prestigious agencies (such as the National Science Foundation or the National Institutes of Health), the number and nature of research publications, and patents and copyrights. Outreach research brings in external funding. It also generates publications, which are published in peer-refereed journals. Nor is it uncommon for outreach research to produce valuable intellectual property protected by patents or copyrights.

...many of these outputs do not have a recognized value for faculty in a unit or in a scholarly community.

While these types of output are not difficult to quantify, they are harder to evaluate. That is, many of these outputs do not have a recognized value for faculty in a unit or in a scholarly community. A unit's faculty may simply have no way of "calibrating" their judgment of such activities, or they may routinely accord them negligible value. Here, some combination of client satisfaction surveys and evidence concerning the impact or utility of the work may be helpful.

We assign several types of activity to the outreach teaching category that others might have chosen to assign to the category of outreach service (for example, consultation and technical assistance, which we think of as teaching because they involve direct interpersonal communication or transmission of knowledge, albeit in a use-oriented context). For this reason, the outreach service category applies to a relatively small number of activities across the university. These include, but are certainly not limited to, clinical service or the provision of medical or psychological services by physicians,

nurses, and therapists; and recitals, exhibitions, and other modes for conveying faculty expertise to the public.

As data about teaching, research, or service are aggregated at the unit, college, and university levels, considerable information about the content and nature of the activity is inevitably lost. For example, one student's participation in a 10-person seminar and another's participation in a 300-person lecture course may both produce three student credit hours. Or two research projects may produce the same number of publications in refereed journals, but the publications for one may offer a breakthrough in its field while those for the second may make only the most modest of contributions. Even when we either already have or manage to create new metrics for outreach, the same problem of information loss through aggregation will inevitably pertain to outreach teaching and research at MSU, although the problem will be no worse for outreach than for non-outreach activity.

The University should seek ways of preserving more information about the substance and nature of outreach across levels of aggregation. Otherwise it will be difficult to communicate the value of our outreach activity to the public.

The University should seek ways of preserving more information about the substance and nature of outreach across levels of aggregation. Otherwise it will be difficult to communicate the value of our outreach activity to the public, their representatives in government, and other outreach constituencies.

Involve Multiple Parties in a Dynamic Process of Outreach Planning, but Place Primary Responsibility at the Unit Level

Setting directions for outreach, or for any institutional function for that matter, raises critical questions: Who will set directions? What will be the impact on other activities and functions? A dynamic approach to outreach planning is described in this section—an approach that includes important constituents in a negotiated process and offers major opportunities and responsibilities at the unit level.

> ***Recommendation 3:*** Outreach planning at Michigan State University should involve multiple parties in an open, continuous, and interactive dialogue. This planning process should be undertaken with the understanding that primary responsibility for outreach resides at the unit level.

Although the new definition of outreach identifies the boundaries of the domain, neither the definition nor the discussion thus far provides any guidance about what outreach should be done or how much of it should be done. To answer these questions definitively would be presumptuous, for such questions cannot be answered by one body for another, nor will answers agreed upon at one time necessarily hold across time. Events, conditions, resources, and the people involved, both within and outside the university, all shape the answers to these questions, and the dynamic nature of circumstances means that the mix of outreach appropriate for one time is likely not to hold over time. Yet, we do have an obligation to point out some of the critical issues involved in addressing these questions as well as to suggest a process through which responses should be developed and continually updated.

The authority to make decisions about outreach should be lodged as closely as possible to the individual faculty and staff member, generally at the unit level.

The authority to make decisions about outreach should be lodged as closely as possible to the individual faculty and staff member, generally at the unit (department, school, institute, and center) level. But, the Vice Provost for University Outreach, the deans, and other levels of central administration, as well as external constituents, should retain a capacity to encourage and support activity related to priorities set at the university and college levels.

This approach recognizes and accommodates a fundamental tension associated with all aspects of academic planning: the need to balance the activities of the University as an institution, as it responds to external pressures to fulfill its mission and to remain financially and politically viable, with the activities of the University as a community of scholars—as faculty members pursue their work, individually and in groups. We believe that this tension can be adequately managed if outreach activities grow out of, or at least closely match, faculty and staff interests and expertise.

The opportunity afforded by decentralized outreach planning...carries with it a corresponding responsibility. Each unit should be expected to work across the full spectrum of the university mission, including outreach.

The opportunity afforded by decentralized outreach planning—that is, allowing units substantial autonomy to plan outreach on the basis of unit mission, faculty/staff strengths and preferences, and external constituencies' needs—carries with it a corresponding responsibility. Each unit (though not necessarily each individual faculty member) should be expected to work across the full spectrum of the university mission, including outreach.

Having stated this philosophy, major outreach planning questions must be answered:

- How much outreach should be conducted and with respect to what subjects?
- Where should outreach take place?
- Who should have access to knowledge resources?
- How should outreach success be calibrated?
- What role should be played by external constituents?

How much outreach should be conducted and with respect to what subjects?

Because our definition of outreach is new and the University does not yet have a system for measuring and evaluating outreach, no one yet knows what the current balance is between outreach and non-outreach activities, or how much outreach is being done.

How much outreach is enough? As previously indicated, we do not believe that this question can be answered in any final or completely satisfying way. We can say that the level of outreach activity should be consistent with the assertion that outreach is a major, not a minor or ancillary, function of the University. Beyond this, there is no absolute answer.

Because our definition of outreach is new and the University does not yet have a system for measuring and evaluating outreach, no one yet knows what the current balance is between outreach and non-outreach activities, or how much outreach is being done. A first step is to devise a system for measuring and monitoring outreach activity. Once such a system is in place, the information can be used to assess and, if need be, make decisions about the overall level of outreach activity.

With respect to outreach priorities, unit administrators, faculty, and staff are in the best position to partition effort into the categories of teaching, research, and service, subdivided by outreach and non-outreach. For example, what constitutes research in electrical engineering is quite different from that in history, both substantively and

methodologically. Furthermore, a faculty member's peers are uniquely qualified and positioned to evaluate her or his work from a scholarly standpoint.

Because a close match between faculty expertise and the substantive focus of outreach activity is essential to ensure a robust level of authentic, knowledge-based outreach over the long term, we reassert a value stated earlier: Decisions about how much outreach and in what subjects should be made at levels close to the individual faculty and staff member—in many cases, the level of the department or school, interacting with topically focused multidisciplinary centers when appropriate.

Having said this, we add that the Vice Provost for University Outreach and the individual deans do and must have at their disposal ways of influencing these decisions. During the annual planning and budgeting process, for example, the central administration now employs a combination of pressures and incentives to assure necessary levels of academic credit hour (ACH) production. Their capacity to do so is essential if the University is to contend effectively with financial and political realities. Given a metric and a monitoring system for outreach, the administration could use a similar combination of pressures and incentives to influence appropriate levels of outreach activity. The All-University Outreach Grants competition is already used to stimulate outreach activity, and other funds are sometimes offered to steer outreach activity in certain directions.

For those who fear that such pressures and incentives might become disproportionate, we point out that the administration itself has strong incentives to support non-outreach teaching (tuition revenue) and non-outreach research (grant revenue). University-level incentives for tuition or fee-paid off-campus instruction and grant or fee-funded applied research, technical assistance, and similar outreach activities, would presumably be no greater than for equivalent non-outreach activities (on-campus teaching, externally funded basic research).

The overall balance between outreach and non-outreach activities should emerge from a process of explicit or tacit bargaining and planning at several levels: between central administrators and deans, between deans and department chairs/directors, and among chairs/directors, faculty members, and external constituencies.

The tension or conflict that might be expected to arise would be between General Fund-supported basic research and General Fund-supported outreach of all sorts. Assuming that there is somewhat stronger faculty interest in basic research than in outreach activity, we recommend placing the primary locus of decision at the unit level while acknowledging the legitimacy and importance of influence by higher levels. This should enable faculty and units to protect non-outreach research while also permitting administrators to encourage appropriate levels of outreach teaching, research, and service.

The overall balance between outreach and non-outreach activities should thus emerge from a process of explicit or tacit bargaining and planning at several levels: between central administrators and deans, between deans and department chairs/directors, and among chairs/directors, faculty members, and external constituencies.

The question is, how strong should the central administration's influence be? On the one hand, most faculty and staff will instinctively seek to minimize central power and to preserve maximum discretion to pursue their own intellectual interests and preferences. They tend to identify the pursuit of their intellectual interests as the central function of the University. On the other hand, external pressures and demands are generally more salient at higher levels of the administrative hierarchy,

and administrators tend to believe that they need stronger instruments of influence to respond to these pressures and keep the institution viable. Obviously, both sets of interests are legitimate. The issue, then, is one of appropriate balance.

To the extent that the central administration and deans find ways to make outreach intrinsically appealing (by linking it to authentic faculty interests), easy (by offering effective forms of facilitation and support), and well-rewarded (through incentive and recognition programs), the potential conflict between the interests of the faculty and the interests of the institution (as interpreted by administrators) can be minimized. We very strongly urge the use of these "softer" forms of influence over "harder" pressures and sanctions. The more vigorous and effective these measures are, the more outreach will become a natural part of the faculty's intellectual life and will be "woven into the fabric" of the University.

In order to pursue these softer forms of influence, however, the Provost, the Vice Provost for University Outreach, and other administrators must have significant resources at their disposal. We address the questions of where such resources may come from, and how they should be allocated, later in this report. But we do wish to emphasize at this point that it is in the faculty's direct interest to recognize the importance and legitimacy of allocating significant resources for these purposes.

In summary, then, we believe that setting the amount and focus of outreach cannot be done unilaterally. It must be accomplished through the annual planning and budgeting process and through discussion and negotiation. Consequently, the focus and amount of outreach activity can be continuously revised through discussion, debate, and political bargaining both within and outside the University. Such an explicit, public process is the only one consistent with academic norms of open dialogue.

MSU is a university of national and international standing. Excellence in outreach teaching, research, and service in national and international settings is commensurate with this standing, and enlivens and enriches the non-outreach functions of the University.

Where should outreach take place?

As a state-assisted institution, Michigan State University has a special obligation to reach out to the citizens of Michigan. But the University should also continue to pursue national and international outreach activities vigorously. MSU is a university of national and international standing. Excellence in outreach teaching, research, and service in national and international settings is commensurate with this standing, and enlivens and enriches the non-outreach functions of the University. There are several compelling reasons for the University to reach out beyond the state to national and international settings.

First, involvement in national and international outreach enables our faculty to gain first-hand acquaintance with problems and developments at those levels, and this experience can be incorporated into non-outreach teaching. National and international outreach can also be instrumental for conducting world-class non-outreach research. Both problems and advances in knowledge are increasingly internationalized because we live in a global community.

Second, outreach in national and international settings contributes in many and fundamental ways to the economic, social, and cultural development of Michigan. MSU students and Michigan citizens need to be educated not only as citizens of Michigan, but also as citizens of the nation and the world. In addition, the economic competitiveness of our State is increasingly related to the ability to position Michigan's services and products in a global marketplace.

Third, many national and international outreach activities are supported through grants and contracts from corporations, foundations, the federal government, non-governmental organizations, and national governments around the world. Such external support enables the people of Michigan to reap benefits without having to assume complete financial responsibility.

Finally, national and international outreach has important and far reaching significance for Michigan State University. Such outreach was a fundamental feature of former President John A. Hannah's vision and efforts to transform MSU from college to university status (Dressel, 1987). Thus, outreach to constituents outside of Michigan has become a vital part of the MSU tradition. Over the years, our institution has crafted an enviable record in outreach teaching, research, and service in national and international settings. This record includes, but is certainly not limited to, overseas credit instruction (outreach teaching), research designed to directly benefit the health and well-being of people (outreach research), and efforts to establish or revitalize institutions around the world (outreach service). Many of the efforts undertaken by MSU in the spheres of business and industrial development, technology transfer, policy development, program evaluation, and community development in the United States and around the world either are outreach or draw upon outreach.

For all these reasons, national and international outreach should figure prominently in unit-level planning discussions. This work has value in its own right for mission-related and scholarly reasons, and because of its synergistic quality also contributes in significant ways to other outreach and non-outreach activities.

Commitment to outreach rests on promoting connections between MSU and its external constituents.

Who should have access to knowledge resources?

Commitment to outreach rests on promoting connections between MSU and its external constituents. Promoting connections requires maintaining access to the University by constituents in locations ranging from a few miles off-campus in Lansing, to the Upper Peninsula of Michigan, to locations across the nation and throughout the world.

Access makes it possible for groups outside of MSU to communicate with us in order to identify needs, to share information, technology, and knowledge, and to avail themselves of our knowledge generation, transmission, application, and preservation activities. Through belief in, and practice of, its mission of making knowledge accessible for the purpose of broadly serving the people of Michigan, the nation, and the world, Michigan State University should be an inclusionary, rather than an exclusionary, institution.

Access is a multidimensional concept, and decisions about access (to whom, how, when, etc.) are often difficult to make.

While it may be relatively easy to think about access at the theoretical level, it is often difficult to translate an inclusionary philosophy into practice. Access is a multidimensional concept, and decisions about access (to whom, how, when, etc.) are often difficult to make. A number of factors need to be taken into consideration as faculty, staff, students, and administrators make unit-level access decisions. Among the factors that need to be considered are:

- **Unit factors**: mission; faculty, staff, and student strengths; available fiscal capabilities; the sense of the different time-scales associated with outreach efforts (i.e., how much time and effort will be required); and how long outreach efforts will be maintained with university personnel and associated funding resources.
- **Types of outreach**: course and program offerings especially for advanced degree work and continuing professional education, i.e., instructional outreach (also known as lifelong education); and knowledge that can be applied for problem-solving purposes, i.e., problem-focused outreach.
- **Types of access**: open access—access to all persons and groups, irrespective of who they are or whom they represent; targeted access—access offered to specific persons and/or groups; and intensive access—efforts that require labor- and/or capital-intensive response.
- Cases where particular knowledge resources are available only from MSU and are not available through other knowledge providers (e.g., regional universities).
- Cases where MSU offers unique academic strength or a special approach.
- The goal of collaborating, rather than competing, with other knowledge providers to meet constituents' knowledge needs.

As access plans and decisions are being made, Michigan State must keep in mind the importance of ensuring access to traditionally underserved people, groups, and institutions.

As access plans and decisions are being made, Michigan State must keep in mind the importance of ensuring access to traditionally underserved people, groups, and institutions. Doing so facilitates Michigan State's ability to act as a university for people, i.e., as a university committed to using its knowledge to address the problems being experienced by people—especially those people who have few, if any, other alternatives for acquiring access to knowledge.

This way of thinking about access integrates two important aspirations—the University's internal commitment to diversity with its concomitant desire to serve the knowledge needs of a diverse constituency through its external activities. This internal-external commitment (and connection) reflects the spirit of, and the expectations associated with, the MSU IDEA—Institutional Diversity: Excellence in Action.

How should outreach success be calibrated?

Units at Michigan State University should clearly identify the major dimensions of successful outreach and then adopt those dimensions when designing and evaluating outreach efforts. Encouraging successful outreach at MSU is, we believe, an important goal.

The rooting of outreach in scholarship is a necessary, but not sufficient, characteristic of successful outreach.

The rooting of outreach in scholarship is a necessary, but not sufficient, characteristic of successful outreach. Other yardsticks might include meeting the needs expressed by external audiences, satisfying standards of scholarship as expressed by professional peers, producing tangible products and/or processes, yielding positive, measurable outcomes, and bringing about few, if any, negative consequences for clientele.

It is improbable that a single metric can be established that meets the diverse circumstances of our complex campus. Indeed, it may well be that no single formula for successful outreach should be established at Michigan State. Consequently, the

Office of the Vice Provost for University Outreach should work with colleges and units to define outreach success in ways that are appropriate to various disciplines, professions, and fields. These standards can be adopted and applied for planning, evaluating, and rewarding outreach. Units will then be held accountable for conducting work that is commensurate with the selected standards.

What role should be played by external constituents?

Michigan State University units should develop and use processes for involving external constituencies in identifying outreach issues, problems, and opportunities that pertain to unit mission.

Michigan State University units should develop and use processes for involving external constituencies in identifying outreach issues, problems, and opportunities that pertain to unit mission. These unit-level outreach planning processes should be integrated into the normal APP&R processes. Both university and unit level processes should also take special care to listen to the voices of those who are currently underserved for reasons of racial, ethnic, or cultural difference, poverty, powerlessness, geographical remoteness, or handicapping condition.

When engaging in these processes, units should draw upon the results of university-level issues identification efforts. For example, in April 1992, MSU Extension, working with numerous faculty and staff members, initiated an ambitious process designed to assist Michigan communities in identifying the most critical issues they face. Strategies are currently being developed by University and local leaders to help communities address these issues. Also in 1992, the University—through its industrial extension initiative—began an extensive and intensive effort to coordinate its knowledge resources in business and engineering to help strengthen the capacity of small-to-moderate sized manufacturers in Michigan.

Although it is important to engage external constituencies in the identification of problems and issues for outreach, the University and its faculty and staff have a right and a responsibility to play the role of critics, as well as servants, of the surrounding society. Thus, issues defined at faculty and staff initiative should receive at least equal weight with those defined by external constituencies.

Perhaps the ideal process is a collaborative one that involves the faculty and staff in direct discussions with external constituencies in order to define and address problems or issues. These direct discussions can be facilitated by the creation of unit- and college-level advisory or "visiting" committees where unit clients have an opportunity to advise faculty and staff on outreach directions and focus.

Reward Units and Faculty Appropriately for Engaging in Outreach

Outreach will become an integral part of Michigan State's mission when the institution demonstrates that outreach is a valued activity.

Outreach will not become an integral part of Michigan State's mission unless the institution demonstrates that outreach is a valued activity. We recommend using a variety of means and approaches to reward outreach participation and rewarding faculty for participating in outreach.

Use a variety of means and approaches to reward outreach participation

RECOMMENDATION 4: EFFORTS SHOULD BE UNDERTAKEN AT MICHIGAN STATE UNIVERSITY TO REWARD OUTREACH CONSISTENTLY AND APPROPRIATELY AT THE COLLEGE AND UNIT LEVELS.

Units at Michigan State University should consistently demonstrate that outreach is valued and rewarded.

Units at Michigan State University should consistently demonstrate that outreach is valued and rewarded. Below are examples of ways to accomplish this goal:

- The University could support multi-year, competitive proposals from colleges to support unit efforts to redistribute total faculty effort in accordance with unit goals and an expanded notion of scholarship. These proposals should be reviewed for effectiveness after a period of time (e.g., in three years).
- A college could ask units via the APP&R process to propose new outreach initiatives. If, for example, a dean selected a proposal from a department or school that had previously not devoted such effort to this kind of activity, that dean might then lower the target for that unit's academic credit hour (ACH) production. In this scenario, the college's commitment to on-campus instruction would not necessarily have to be sacrificed and might be made up by other units.
- If faculty members want to mount a new outreach program, they might obtain the additional time needed by arranging with their chairs/directors to offer less on-campus instruction.
- Incentives could be offered by colleges to units that seek to engage in significant, innovative outreach. After a period of time (e.g., two years), this assignment could be reviewed to assure quality, allow other departments/schools to avail themselves of this opportunity, and enable the original department to complete its outreach initiative, devote less effort to it, or devote more attention to another priority activity (outreach or non-outreach).
- Support for outreach can come in forms other than monetary rewards. One form of support may be helping faculty learn how to conduct successful outreach. Mentors are one source of knowledge. Other learning opportunities are to be found in seminars, workshops, and sabbatical opportunities for professional development. For example, a unit in cooperation with a college might encourage interested faculty members to spend their sabbatical leaves at one or more other campuses (including off-campus sites) studying, observing, and perhaps participating in university outreach. Upon their return to MSU, these faculty members would be expected to apply in their home units what they had learned on their sabbatical leaves.

Reward faculty for participating in outreach

Recommendation 5: Each academic unit at Michigan State University should create explicit, written guidelines regarding the criteria to be used in making faculty merit salary increase and tenure and promotion decisions. These guidelines should include a clear indication that outreach is valued in the decision-making process.

External incentives to participate in outreach activities include the emerging policies of national funding agencies, such as those of The National Science Foundation, which encourage knowledge application and promote research-outreach connections. But incentives, even when they are made available through exciting, funded programs, represent only one way of stimulating faculty participation in outreach. Other factors must be taken into consideration when analyzing the issue of faculty participation in outreach. One of the most notable factors is the way that outreach work is perceived by Michigan State faculty. Some colleagues question the value of outreach and consider it to have limited scholarly value. For others, participating in outreach may be "hazardous to one's professional health" in terms of merit increases and promotion and tenure decisions. And, some feel that outreach involvements may hurt their professional mobility.

In many ways, valuing and rewarding faculty participation represent the centerpiece for advancing university outreach at MSU.

In many ways, valuing and rewarding faculty participation represent the centerpiece for advancing university outreach at MSU. We would not argue that all Michigan State faculty members should be expected to engage in outreach or that all faculty members should be expected to engage in outreach at all times throughout their careers for there are uneven opportunities across time and across the campus for faculty to participate in outreach. But, we do affirm that all academic units should be expected to engage in outreach.

Faculty and staff must come together at the unit level for the purpose of creating a shared vision and strategy for satisfying the unit's full range of mission-related obligations. Outreach, as is one of these obligations, is the unit's corporate responsibility. In meeting this obligation, however, the unit must recognize and accommodate the unique strengths and personal interests of each faculty and staff member. Unless this tension is managed, the unit—as a system—will be out of balance.

Units must arrive at reasonable and acceptable solutions for managing the necessary tension between organizational responsibilities and the interests of individual faculty and staff.

Units must arrive at reasonable and acceptable solutions for managing the necessary tension between organizational responsibilities and the interests of individual faculty and staff. An extremely important outgrowth of these unit-level discussions will be the creation of guidelines regarding the role and value of outreach in the faculty evaluation and review process.

These unit-level policies, important for all faculty, are especially pertinent when applied to junior faculty. All too frequently, outreach is categorically rejected as not legitimate for supporting tenure decisions for junior faculty. We reject this position. Rather, we believe that the outreach activities of non-tenured faculty must be judged in terms of their excellence and their contributions to establishing the non-tenured faculty member as a respected scholar and recognized expert in his/her field, and to predicting the future success of the person as a scholar and expert.

Being a recognized scholar is a lifetime activity, and the conditions necessary to establish and maintain the expertise of a scholar change over the academic life span.

Units recommending tenure need to consider outreach activities just as they would on-campus teaching and research when evaluating potential for tenure. The category to which an activity belongs is far less important than the function it serves in establishing a scholarly foundation and predicting future success. Furthermore, just as teaching and research activities vary in their ability to build the foundation for a distinguished career as a scholar and to predict future success, some outreach activities may be more appropriate than others during the non-tenured stage of a person's career.

Being a recognized scholar is a lifetime activity, and the conditions necessary to establish and maintain the expertise of a scholar change over the academic life span. In the early years of a career, it is absolutely essential that a young faculty member lay down a strong foundation on which to build his/her expertise. In saying this, we are mindful of the extended commitment that both the development of expertise and of outreach relationships may involve. In the first case, some disciplines may require more non-outreach research early in a career in order to develop expertise, while others may require a synthesis of non-outreach research and outreach-research at the onset. In the latter, it is important to remember that in many cases outreach is not simply a transfer of knowledge, but a partnership with off-campus people, groups, and organizations. These commitments should be carefully considered in the evaluation of the synthesis of research and outreach.

One way of accomplishing this goal would be to ask faculty to describe the three or four "best case" examples of outreach—cases that provide clear evidence of excellence (depending, of course, on that unit's definition of outreach success).

Whereas the development of a scholarly career is a cumulative process with later stages building on earlier ones in a relatively continuous fashion, the environment in which scholars reside is less continuous. In particular, scholars in universities are faced with a stepwise reward system resting on one particular and important reward, namely, tenure. Relative to the total career of the scholar, this decision is made early, and is based upon the judgment of peers regarding the evidence for successful establishment of the scholarly foundation and the potential of the person to pursue that career successfully.

Non-tenured faculty should be given clear and consistent advice throughout their probationary period in order to strike the best individual balance among activities to meet their unit's criteria. Criteria should be established that address excellence in outreach activities, and these should be followed during the tenure and promotion decisions.

One way of accomplishing this goal would be to ask faculty to describe the three or four "best case" examples of outreach—cases that provide clear evidence of excellence (depending, of course, on that unit's definition of outreach success). This approach might be more valuable than asking faculty to enumerate all of their outreach activities.

If outreach is to be consistently affirmed as a major function at Michigan State University, it must also be stimulated, supported, and recognized.

Stimulate, Support, and Recognize Outreach at All Levels of the University

Rewarding participation is only one means for integrating outreach into the mission. If outreach is to be consistently affirmed as a major function at Michigan State University, it must also be stimulated, supported, and recognized.

Stimulate outreach

In this section, we consider strategies for stimulating outreach through innovative programming and by promoting two forms of cross-cutting outreach: outreach teaching (including involving students in outreach) and outreach research.

New initiatives should stimulate outreach that cross-cuts teaching, research, and service, and also encourage vibrant cross-campus connections for outreach.

Stimulate outreach through innovative programs

> *Recommendation 6:* Creative programs to stimulate outreach should be developed at Michigan State University.

Faculty and staff, especially our most productive colleagues, are exceptionally busy people who do their work in a stressful budgetary environment. The availability of funded programs is an important means to sustain the outreach work being done by those who have been historically involved in outreach. It is also a means to entice the participation of those who have been historically less involved or uninvolved in outreach.

New initiatives should stimulate outreach that cross-cuts teaching, research, and service, and also encourage vibrant cross-campus connections for outreach. Four examples of cross-cutting, connected programs designed to stimulate outreach scholarship would be:

- **An All-University Research-Outreach Grant Program**

The Service-Learning Fellows Program would connect the teaching and outreach functions.

The Vice President for Research and Graduate Studies coordinates the All-University Research Initiation Grant program, and the Vice Provost for University Outreach coordinates the All-University Outreach Grant program. A portion of the funds from each program could be combined to create an All-University Research-Outreach Grant program. This type of program should significantly strengthen outreach research at MSU.

- **A Service-Learning Fellows Program**

The Service-Learning Center is administered by the Vice President for Student Affairs and Services. Service-learning provides students with civic and course-related learning opportunities through experiential education (e.g., internships). However, students—especially undergraduate students—have not been traditionally viewed as knowledge resources to be drawn upon for university outreach.

In the Outreach Faculty Fellows Program, faculty would be invited to focus their scholarship on priority issues that can be addressed through outreach teaching, research, and service activities.

The Service-Learning Fellows Program would be one mechanism for further connecting the teaching and outreach functions of the University. In this program, faculty would be provided release time and operating funds to design and implement innovative outreach learning opportunities for students—undergraduate, graduate, and graduate-professional.

- **A Michigan State University Outreach Faculty Fellows Program**

In the MSU Outreach Faculty Fellows Program, faculty would be invited to focus their scholarship on priority issues that can be addressed through outreach teaching, research, and service activities.

This program could be used to accomplish a number of goals. For junior faculty, it would offer an opportunity to begin the process of integrating outreach into a broader portfolio of scholarship. The program also could offer professional development opportunities for more senior faculty—those who have had little prior outreach experience, and those who have had prior experience but want to move their research and/or teaching programs in new directions.

Fellows might also be involved in university-wide outreach agendas. For example, as described earlier, the University has initiated a statewide issues identification process under the leadership of MSU Extension (MSUE). Outreach Faculty Fellows affiliated with this effort would work closely with regional and county-level MSUE staff, Michigan citizens, and others (e.g., agency personnel) to determine how their scholarship might be best utilized (e.g., collaborative research with external audiences), and to identify how their scholarship can be best delivered to user audiences (e.g., through research reports for lay consumption, in-service training sessions for MSUE field staff and/or agency personnel).

The scholarship of outreach refers to the array of issues associated with the art and science of engaging in outreach.

- **An Outreach Scholarship Program**

The scholarship of outreach refers to the array of issues associated with the art and science of engaging in outreach. This scholarship addresses such issues as determining which outreach strategies are related to successful outcomes in different situations; learning how to disengage from outreach without affecting the capacity of off-campus audiences to maintain and sustain outreach gains; and effectively predicting the amount of time it will take to undertake outreach successfully.

Many faculty, staff, and students have been neither educated nor trained in the complex issues that are frequently confronted in outreach. For many, learning comes by obtaining experience. A useful strategy for Michigan State is to view the subject of outreach as a legitimate area of scholarly inquiry and then to draw upon the results of this scholarship for education and training purposes.

Through the Outreach Scholarship Program, research on outreach would be undertaken and the results of that work would be disseminated on campus and to the broader community of scholars. Faculty, students, and staff participating in this program would be expected to publish their scholarship in appropriate outlets and to present their work at professional meetings and conferences.

Stimulate outreach teaching

> *Recommendation 7:* Unit and faculty participation in instructional outreach should be stimulated and rewarded at Michigan State University.

In partnership with other organizations and institutions, Michigan State must continue to provide leadership for meeting the informational and instructional needs of a socially and culturally diverse public. One way this can be accomplished is through the provision of high-quality credit and non-credit courses, programs, projects, and training for both traditional and non-traditional learners. In today's and tomorrow's world, this will require making available MSU's knowledge in a variety of locations using innovative methods, curricula, schedules, and technology.

As the new definition and vision of outreach are implemented, the boundaries of the University will continue to become redefined so that a college may have its student body and faculty in multiple sites and locations.

The instructional capacity of the University involves a variety of formats, including credit (e.g., degree and non-degree programs) and non-credit activities (e.g., workshops, seminars and conferences). Instructional programming is no longer limited to the university campus. The populations included in our student body, and the geographical locations for learning, are diverse across sites.

As the new definition and vision of outreach are implemented, the boundaries of the University will continue to become redefined so that a college may have its student body and faculty in multiple sites and locations. This expansion of boundaries begins to address issues of geographical access, but it does not address financial barriers to access.

As instructional programming is modified to include additional changes in student body (e.g., nontraditional students), mode of learning (e.g., use of technology) and location (e.g., diverse learning locations), the structures, systems, and policies that support and guide instruction at Michigan State must be constantly reassessed. This is particularly important in the case of nontraditional learning audiences.

The vision described here might include the following elements:

- A mechanism could be established whereby elected faculty within the governance system are charged with addressing issues and problems associated with instructional outreach, as well as with assuring and maintaining appropriate institutional focus on instructional outreach.
- University systems and policies pertaining to nontraditional students should be constantly reviewed and assessed relative to such issues as student rights and privileges, enrollment processes, degree requirements (e.g., residency), and fee structures.
- Inter-institutional collaboration should be expanded to encourage the offering of joint degrees across institutions. This approach would make it possible to address the learning needs of unserved and underserved audiences.
- Michigan State should consider extending its instructional schedule to include more evening courses and programs. This will make the University more accessible to persons who reside in the Lansing vicinity and cannot attend class during traditional daytime hours. Expanding instructional programs in this way offers more extensive use of MSU facilities, relieves parking problems, and allows students the option of maintaining full-time employment during the day while making more rapid progress toward degree completion. To provide incentives to faculty to teach evening courses, we might consider options such as returning (as discretionary income) a portion of the tuition revenue earned by such classes to the offering department or school.

Michigan State should consider extending its instructional schedule to include more evening courses and programs.

- To facilitate ease of access to degree programs, MSU could establish a "Weekend College." This program would be the University's "window" to those persons who prefer to complete degree programs on an accelerated basis during Friday evenings and Saturdays. Weekend College programs could be funded through the partial tuition reimbursement strategy suggested above.

Special efforts must be made to recognize and reward the efforts of units to expand instructional offerings.

- Special efforts must be made to recognize and reward the efforts of units to expand instructional offerings. For example, a sliding scale of tuition reimbursement to units might be calibrated according to a unit's history in instructional outreach (significant return for a "first time" unit), a unit's attempt to meet the needs of distant learners through the use of technology (significant return for a unit that uses technology to offer courses in the Upper Peninsula), and a unit's overall level of instructional outreach activity (significant return for a unit that offers degree programs).
- Issues of access must be addressed for continuing education activities. Access is now open to those who can afford it, which does not assure access for those who may most need it.
- To enhance efficient and effective noncredit programming, infrastructure needs should be identified that are required to support the decentralized non-credit process and maintain program activity. This is not to suggest a return to MSU's centralized mode, but to support unit activity that may on occasion exceed unit capacity.

Stimulate student involvement in outreach

Recommendation 8: Involving students—undergraduate, graduate, and graduate-professional—in outreach should be a distinguishing feature of the Michigan State University educational experience.

Incorporating outreach experiences in students' educational lives is an excellent way of declaring what is special, if not unique, about an education at Michigan State University.

Incorporating outreach experiences in students' educational lives is an excellent way of declaring what is special, if not unique, about an education at Michigan State University. Combining the traditions of both a research university with those of a land-grant institution, an MSU education would emphasize for students the vital importance of using and applying scholarly knowledge for the betterment of individuals, groups, organizations, and communities. In short, student involvement in outreach can help define Michigan State's special niche in undergraduate, graduate, and graduate-professional education.

Michigan State students are also valuable resources for university outreach: well-designed and supervised outreach opportunities for students extend the University's capacity to meet constituents' knowledge needs. Students are often eager to participate in these activities. For example, many undergraduate students desire field experience as a means to prepare themselves for the job market. And, graduate and graduate-professional students typically come to MSU after they have had experience in one or more areas of the work world.

For these reasons, outreach should be considered a core element in our students' degree-related programs—either with or without credit. To accomplish this goal, a number of exciting alternatives can be pursued. Examples of some opportunities are:

- The Service-Learning Fellows Program (described on p. 26) could be implemented.
- Outreach offers an excellent vehicle for organizing undergraduate "capstone" experiences. The undergraduate capstone experience was recommended by the Council to Review Undergraduate Education (CRUE).

Michigan State University Extension could analyze its programming efforts with the goal of identifying roles that can be appropriately played by undergraduate, graduate, and graduate-professional students.

- Course offerings could be analyzed at the unit level with the goal of including outreach experiences for students. The Office of the Provost, working in conjunction with the Vice President for Finance and Operations and Treasurer, could establish a fiscally responsible and feasible method for returning to units a portion of the tuition dollars paid by students who participate in outreach. These revenues might then be drawn upon by units to involve students in outreach, as well as to defray the expenses incurred through faculty and staff involvement.
- Michigan State University Extension could analyze its programming efforts with the goal of identifying roles that can be appropriately played by undergraduate, graduate, and graduate-professional students. An especially exciting opportunity would be to offer summer positions and internships to students in their home Michigan counties in conjunction with, or as a supplement to, their course work.
- The work-study program offers an excellent, low-cost opportunity to involve students, especially undergraduate students, in outreach efforts. In many places around campus, work-study students are involved in clerical activities. Students learn important workplace skills through this employment. However, involving work-study students in outreach efforts holds great promise for enhancing students' course-related learning through field-based experience.

Involving international students in outreach is a major opportunity for MSU.

- Through the decades, many international students have earned Michigan State degrees. Some of these students have benefited from exposure to MSU's outreach efforts. But many international students take courses on campus, complete their research requirements, and return to their home countries without ever participating in (or even knowing about) our university's outreach activities and programs. Important benefits are to be gained from having international students participate in outreach—benefits for the students, for faculty and staff, and for our outreach constituents. In addition, international students represent a large, generally untapped resource for outreach. Involving international students in outreach is a major opportunity for MSU; for example, International Studies and Programs has had numerous, positive experiences resulting from international student involvement in outreach teaching, research, and service projects and programs.

One of the most fruitful ways to create the next generation of outreach-sensitive scholars is to provide today's graduate students with professionally stimulating, productive, and personally meaningful outreach opportunities.

- We believe that graduate training should include experience in one or more dimensions of outreach—outreach teaching, outreach research, and outreach service. Toward this end, MSU should create a new category of graduate assistantship—the "OA"—the outreach assistantship. These would be young scholars who would assist faculty and staff in outreach teaching, research, and service efforts. One of the most fruitful ways to create the next generation of outreach-sensitive scholars is to provide today's graduate students with professionally stimulating, productive, and personally meaningful outreach opportunities.

Stimulate outreach research

> *RECOMMENDATION 9:* AS A LAND-GRANT, RESEARCH-INTENSIVE INSTITUTION, MICHIGAN STATE UNIVERSITY IS UNIQUELY QUALIFIED TO BE A WORLD-CLASS INSTITUTION IN THE AREA OF OUTREACH RESEARCH. THIS SHOULD BE VALUED BY THE UNIVERSITY AS HIGH PRIORITY WORK.

Any land-grant, research-intensive institution faces two challenges. First, it should be client-sensitive in that it seeks to meet constituent needs. Second, it should be knowledge-sensitive in that the knowledge functions are propelled by scholarly interests. Linking these two orientations is not only a challenge but a major opportunity for institutions such as Michigan State. Integrating knowledge generation with knowledge transmission, application, and/or preservation represents an important way that MSU can serve society. Multidisciplinary research is a vital ingredient in this quest.

Models are very much needed that illustrate how MSU faculty, staff, students and units have successfully engaged in the "balancing act" of being client-sensitive and, at the same time, conducting cutting-edge scholarship.

Models are very much needed that illustrate how MSU faculty, staff, students and units have successfully engaged in the "balancing act" of being client-sensitive and, at the same time, conducting cutting-edge scholarship. Some of the options that might achieve this balance include:

- Establish an All-University Research-Outreach Grant Program (discussed on p. 26).
- Establish a program to generate knowledge where gaps exist in the knowledge base on subjects identified as high priority through MSU Extension's statewide issues-identification process.
- Work with state government to create a statewide Outreach Excellence Fund, a separately funded program designed to stimulate the application of knowledge on Michigan problems by bringing to bear the knowledge resources of faculty, staff, and students from the public universities across the State.
- Give special funding preference to multi- and interdisciplinary projects when the same outreach research priorities have been identified by several units.
- Provide funding to communicate the findings of non-outreach research to targeted, applied audiences through such knowledge transmission products as bulletins, manuals, on-line alternatives, and videos.
- Encourage institutes, centers, and programs to focus a percentage of their efforts on outreach research.
- Create a council of institutes and centers for the purpose of stimulating discussion about, and work in, innovative outreach research.
- Highlight exemplary outreach research through a quarterly newsletter and videos jointly produced by the Vice Provost for University Outreach and the Vice President for Research and Graduate Studies.

Support outreach

Two important ways to support outreach are by providing adequate resources for outreach, and by eliminating barriers in university policies, structures, and systems.

BEST COPY AVAILABLE

Provide adequate resources for outreach

RECOMMENDATION 10: RESPONSIBLE, INNOVATIVE, AND SUSTAINABLE STRATEGIES SHOULD BE ESTABLISHED WITH THE GOAL OF PROVIDING ADEQUATE RESOURCES FOR OUTREACH AT MICHIGAN STATE UNIVERSITY.

Although the University is operating in a highly constrained fiscal environment, the Committee believes that outreach is so deeply bound with MSU's overall mission that it must be supported along with MSU's other mission-related areas of concern. To the extent that MSU seeks balance and dynamism across its mission-related spheres, which we believe is fundamental to the long-term health of the institution, care must be given to ensure the vitality of all major outreach and non-outreach work. It is in this regard that the cross-cutting characteristic of outreach is especially prominent. The zero-sum arguments that typically accompany funding discussions are far less pertinent when outreach is factored into the budget equation. That is because outreach does not exist without connections to the University's fundamental knowledge enterprises—teaching, research, and service.

A stable, long-term revenue flow must be established for outreach.

A stable, long-term revenue flow must be established for outreach. The Committee feels strongly that this revenue flow should consist partly of new revenues raised outside the University, and partly of recurring university funds. Non-outreach teaching is supported partly through tuition income and partly through other General Fund allocations, and non-outreach research is supported partly through grants and contracts, and partly through General Fund and other University allocations. As a vital part of the University's mission, outreach needs a similarly balanced funding stream.

To achieve this stable and balanced funding base will require financial expertise beyond that possessed by this Committee. Therefore, we recommend that an administrative task force be established. The proposed task force should include representatives from the Office of the Assistant Vice President for Finance, the Office of Planning and Budgets, the Office of the Vice President for Research and Graduate Studies, the Office of the Vice President for Governmental Affairs, the Office of the Vice President for Development, the Office of the Provost, and the Council of Deans.

We suggest that the following questions guide, but not limit, the task force's focus:

- How should the University's policies and procedures be revised to facilitate the intra-University and intra-unit reallocations that must be made to implement the plans that result from the University and unit-level planning processes discussed in this report?
- How can the University best encourage, stimulate, and reward scholarly entrepreneurship, including mission-related grant and contract activity, in outreach?
- Should those participating in noncredit work sponsored by the University contribute to the support of the University's instructional technology resources as students taking for-credit courses do through paying the Infrastructure/Technology Support Fee?

What are appropriate and reasonable criteria to establish so that MSU works as a collaborator with, and not as a competitor to, the private sector?

- What are appropriate and reasonable criteria to establish so that MSU works as a collaborator with, and not as a competitor to, the private sector?
- What are appropriate and reasonable criteria to guide the setting of fees so that outreach costs do not become an unfair burden to those who can least afford to pay?
- Should the University establish a continuing stream of funding to support the initiation of new outreach programs and services? If so, should this funding stream be created in a manner similar to the way that funding for new research initiatives is made available by allocating to the Vice President for Research and Graduate Studies both an annual contribution from the MSU Foundation and a subvention from the General Fund that grows as the University's indirect cost-sharing revenue increases?
- How can the University most effectively pursue line-item state funding and foundation/corporate funding to support priority and innovative outreach work?
- How can the University insure that the process of generating new resources and redirecting existing resources will be accomplished without adding significantly to the University's administrative infrastructure?

What are appropriate and reasonable criteria to guide the setting of fees so that outreach costs do not become an unfair burden to those who can least afford to pay?

Eliminate barriers to outreach in University systems

Recommendation 11: Michigan State University should work aggressively to develop systems, structures, and policies that encourage outreach.

In our discussions with faculty and staff, we learned about impediments to outreach in Michigan State's systems, structures, and policies. For example, private, public, and nonprofit organizations seek scholars who can generate, transmit, apply, and preserve knowledge relative to pressing societal issues and problems. But these funding sources may be unknown to some faculty and staff.

The Committee also found university-level policies that discourage outreach. For example, part-time MSU graduate students pay more than full-time graduate students to complete their degrees—nearly 20 percent more—because of the University's matriculation fee structure.

The Committee recommends that the assistant/associate deans for University Outreach/Lifelong Education, in cooperation with the staff in MSU's field offices, prepare a priority list of university policies and procedures that impede outreach. The Vice Provost for University Outreach should then work with other university offices to remove each barrier.

Although the movement to decentralize outreach promotes the goal of integration, some adjustments in the currently available infrastructure may be needed to better accommodate a decentralized system.

Perhaps the first order of business is to study the impacts of decentralizing outreach. This process, which began in the mid-1980s, was designed to integrate the outreach function with other functions at the college and unit levels. While the Committee believes the movement to decentralize outreach promotes the goal of integration, some adjustments in the currently available infrastructure may be needed to better accommodate a decentralized system.

BEST COPY AVAILABLE

Examples of efforts that could be undertaken to enhance connections for outreach include:

- Work with the Vice President for University Development to identify foundations and corporations that are specifically interested in university outreach, and then make available these potential funding opportunities to MSU faculty and staff.
- Work with the Vice President for University Relations to create a section in the *MSU News Bulletin* on outreach funding opportunities—similar to the research funding opportunities provided by the Office of the Vice President for Research and Graduate Studies and currently reported in that periodical.
- Identify providers that offer cost-effective, high quality conference services, and make the names of these providers available to faculty and staff. Revise the list based on faculty/staff evaluation of services provided.
- Collaborate with the Office of the Provost and the Vice President for Research and Graduate Studies to create standards for undergraduate and graduate-level certificate programs so that faculty can design, market, and implement high quality, high demand certificate programs for practitioners.
- Work with the Office of the Provost and the Vice President for Finance and Operations and Treasurer to create a financially responsible strategy for eliminating the fee gap between part-time and full-time degree-seeking students.

Recognize outreach

Recognition for outreach comes in a variety of forms. The forms addressed in this report include recognition by the President and Provost, through awards, through academic governance, and by showcasing outreach.

Recognize outreach at the executive level

Our institutional leaders can affirm and reinforce the centrality of outreach at Michigan State in what they say and do about outreach.

> *Recommendation 12:* The Offices of the President and Provost should assume leadership for declaring the importance and value of outreach at Michigan State University.

Our institutional leaders can affirm and reinforce the centrality of outreach at Michigan State in what they say and do about outreach. This institutional-level leadership is vital and necessary. Examples of such leadership are:

- Routinely include outreach in the messages that are communicated about Michigan State University. This includes referencing the outreach function as part of MSU's mission in faculty position postings, and including outreach as a topic in new faculty orientation programs.
- Adopt the Council on the Review of Research and Graduate Education (CORRAGE) recommendation #6 that calls for adjustment in "The Recommendation for Reappointment, Promotion or Tenure Action" form so that outreach becomes a more legitimate and valued activity.
- Adjust the boundaries of scholarship used to select persons for distinguished faculty positions (e.g., Hannah Chairs) so that, in the future,

some of those appointed to named chairs will have distinguished records in outreach.

- Establish a lectureship and award program to honor distinguished outreach teaching, research, and service work. This award can be bestowed annually on a national figure (selected by a panel of MSU faculty and staff) who has a distinguished record in outreach. The award to, and the lecture by, this distinguished scholar can be accompanied by papers and presentations made by MSU's scholars in the area in which the honoree has distinguished her/himself.
- Declare, as part of the institutional agenda, the goal of national leadership in outreach. Universities are expected to excel at innovative scholarship. When this principle is applied to outreach, it means that universities should strive to expand the knowledge frontiers associated with generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences.

Awards that consider outreach excellence as a requisite for honoring faculty for general scholarly excellence enhance progress toward the integrative goal the Committee seeks.

Recognize outreach through University awards

Recommendation 13: Outreach should be appropriately recognized in the awards system at Michigan State University.

Awards represent a public and valued means by which to honor scholarly excellence. If outreach is viewed and valued as scholarship, then excellence in outreach should be recognized on a regular basis through our university award system.

Awards that do not consider outreach excellence as a requisite for honoring faculty for general scholarly excellence impede progress toward the integrative goal the Committee seeks. At the same time, the creation of separate awards for outreach scholarship should be avoided except in those cases where integrative excellence is being honored. Service-learning awards for faculty, staff, and students, for example, affirm outreach connections with teaching and service.

Recognize outreach through the academic governance system

Recommendation 14: Outreach at Michigan State University should be appropriately recognized in the academic governance system.

An important strategy for strengthening outreach at MSU is to ensure that outreach-related issues, concerns, and needs are given adequate attention in Michigan State's academic governance system.

An important strategy for strengthening outreach at MSU is to ensure that outreach-related issues, concerns, and needs are given adequate attention in Michigan State's academic governance system. This is a delicate matter, however, given the cross-cutting feature of outreach. The goal is to enhance the institution's outreach capacity, but not in a way that positions outreach against other university functions.

Consequently, the Vice Provost for University Outreach, working with key academic and administrative leaders, must work strategically and on multiple levels to:

- Encourage faculty with outreach interests to seek election to the Faculty Council.
- Encourage students with outreach interests to seek election to Student Council and to the Council of Graduate Students.

BEST COPY AVAILABLE

- Encourage adequate representation of persons with outreach interests on important Academic Council Standing Committees, including the University Committees on Academic Environment, Academic Governance, Academic Policy, Curriculum, Faculty Affairs, Faculty Tenure, the Graduate Council, and Student Affairs.
- Create an Advisory Consultative Committee for Outreach—a committee advising the Vice Provost for University Outreach and responsible for monitoring outreach issues on a university-wide basis.

Showcase outreach

Recommendation 15: Exemplary outreach at Michigan State University should be strategically showcased on- and off-campus.

Scholars love and are excited by their disciplines and professions, including the methods of inquiry as well as the substantive knowledge and ideas that flow from them. In nearly all disciplinary and professional areas, faculty, staff, and students are either already engaged in outreach (sometimes without calling it such) or their outreach can be described in ways that could amply demonstrate its capacity to enliven, deepen, and motivate disciplinary or professional work. If this is true in the disciplines and professions, it is even more evident in multidisciplinary centers, institutes, and teams, many of which arise specifically from efforts to address timely social, economic, environmental, or technical problems.

Now is the time to celebrate and publicize this work. In doing so, the institution benefits as more and more people learn about what Michigan State is doing to extend itself to meet constituent knowledge needs. Participating MSU faculty, staff, and students also benefit from the public recognition that ensues when those on- and off-campus learn about how knowledge is being generated, transmitted, applied, and preserved for the benefit of external audiences.

Celebrating and publicizing outreach fulfills an important educative function. Important stories can be told about the outreach work being undertaken at Michigan State.

Just as important, celebrating and publicizing outreach fulfills an important educative function. Important stories can be told about the outreach work being undertaken at Michigan State. Certainly these include descriptions of what is being done, but also involve equally important stories about how it is being undertaken, with what benefits to whom, and how dilemmas and problems are being addressed (e.g., sustaining outreach efforts over time).

Elements in a plan to showcase outreach might include:

- Publish and broadly distribute an annual report on MSU outreach to University administrators, the Board of Trustees, key external constituencies, and the faculty.
- Sponsor an on-campus outreach seminar series for faculty and students.
- Promote the nationally acclaimed noncredit learning experiences conducted by the MSU Alumni Association.
- Hold open houses at MSU's field offices to show MSU's numerous contributions to the people of Michigan.
- Conduct outreach briefings for state and federal officials, and for corporate and private foundation officials.

- Promote MSU outreach nationally through the mass media (e.g., Cable News Network) to widely publicize the University's outreach record and reputation.

In suggesting these strategies, we fully recognize that MSU outreach is currently being publicized in a variety of ways and to a variety of audiences. Yet, we also believe that the showcasing function can be performed more systematically and comprehensively. Accordingly, we recommend the creation and implementation of a strategic plan designed to showcase Michigan State outreach programs.

Enhance Access to the University's Knowledge Resources

The access agenda includes a variety of topics, three of which are discussed in this section. First, we consider the use of advanced technology to facilitate access to MSU's knowledge resources. Then, the topic of enhancing MSU as a "user-friendly" institution is discussed. Finally, we focus on MSU's role as one institution within a confederation of knowledge providers.

Facilitate access through advanced technology

To extend itself effectively to those who seek access to its knowledge resources, Michigan State must work aggressively to overcome the distance that separates learners and campus.

RECOMMENDATION 16: INVESTMENT IN, AND OPTIMAL USE OF, ADVANCED TECHNOLOGY IN OUTREACH SHOULD BE A CONTINUING PRIORITY FOR MICHIGAN STATE UNIVERSITY.

To extend itself effectively to those who seek access to its knowledge resources, Michigan State must work aggressively to overcome the distance that separates learners and campus. Technology can be used to bridge that distance. Indeed, facilitating access to its knowledge resources by external audiences rests on the strategic use by MSU of its advanced technology. For instance, electronic links to MSU's knowledge resources and distance learning technologies represent important tools for helping faculty transmit their scholarship in a time-efficient and interactive manner.

It is impossible to discuss outreach without considering the advanced technology function. It is important that Michigan State have an advanced technology agenda, and that it be a high priority for the University. An excellent example in this regard is the recently conducted "technology in outreach" program, which was jointly sponsored by the Vice Provost for Computing and Technology and the Vice Provost for University Outreach. A seminar series was undertaken to introduce faculty and staff to distance education technologies available on campus. In addition, a faculty grant program was established to encourage technology use and adoption.

We believe that technology, especially electronic technology and the combination of computer and telecommunications technology, provides the foundation for the 21st century information infrastructure. The computerization, miniaturization, and telecommunication of information through knowledge management has caused a significant increase in the amount of information available. The goal of such management is to make information and knowledge readily accessible to external consumers. To accomplish this goal, it is important that MSU have the capacity to use contemporary instructional technologies. For this to happen, significant emphasis

BEST COPY AVAILABLE

must be placed on acquiring these technologies and training and encouraging faculty, staff, and students to use them in their outreach work.

MSU has an outstanding technology infrastructure with which to build the capacity to accomplish current and future outreach goals.

MSU has an outstanding technology infrastructure with which to build the capacity to accomplish current and future outreach goals. Appropriate application and use of this infrastructure, on a sustaining basis, requires strategic and proactive plans and actions. Those plans and actions might include these elements:

- MSU should expand its technological capability with a coordinated plan to build systems that serve various audiences. Capacity is required to meet a variety of needs: instructional needs associated with national and international teleconferencing (including degree programs), the needs of Michigan citizens to have access to MSU's degree programs (including the advising function), the need for data management and transfer systems to support knowledge generation, and the need for systems to encourage community-university collaboration that are designed to address societal needs.
- All instruction undertaken at Michigan State should be considered fundamental to our institution's mission. Units should not have to absorb increased costs for using technology to conduct off-campus credit or non-credit instruction. MSU must be committed to undertaking programs that promote learning across the lifespan. Both credit and noncredit offerings are an important part of this learning agenda and must be treated accordingly.
- To optimize the use of scarce resources, MSU's technology capacity should be developed in collaboration with partners, namely, other educational, public, and corporate systems. In addition, local site development and technology capacity across Michigan should mesh with local needs and be developed in partnership with local decision makers and users.
- As the technological capacity is built, a coordinated plan should be implemented to develop the human interface with technology. This involves developmental activities for campus and community-based faculty, students, and our partners in outreach instruction and problem-focused projects.
- Faculty should be rewarded for the appropriate and creative use of innovative technologies. These rewards might include special recognition through merit salary increases. Rewarding faculty for innovative use of technology for scholarly purposes could go a long way toward encouraging the adoption and ongoing use of advanced technology for outreach.

Enhance MSU's "user-friendliness" for external constituencies

Users and potential users of Michigan State's knowledge resources, like customers everywhere, expect to be able to identify, access, and use these resources with considerable ease and efficiency.

Recommendation 17: Michigan State University should enhance the awareness of external constituents regarding its outreach activities, and then help them gain efficient access to these offerings.

Users and potential users of Michigan State's knowledge resources, like customers everywhere, expect to be able to identify, access, and use these resources with

considerable ease and efficiency. Our conversations with external constituents indicated that they did not always find their dealings with the University easy or efficient. It is the Committee's belief that the University needs to become more user-friendly in the ways that it extends itself to external audiences. Although there are many efforts underway in individual units to make potential clients more welcome, these efforts are scattered and are often not well enough known either within or outside the University to guide effectively most of those seeking to avail themselves of MSU offerings.

The University should explore the following areas as possible ways of building a more welcoming atmosphere for off-campus users. This building process should develop in two directions. First, the University needs to be more effective in helping people find the person or unit that can most appropriately address their knowledge needs and/or learning concerns. Second, the University needs to be more effective in acquainting the public with those outreach activities it is especially interested in, and then provide the appropriate conditions (e.g., time, cost) for them to access outreach products and services.

Specifically:

Because of its size, MSU can be an overwhelming place—especially for a person who is trying to access the institution for the first time.

- **MSU should be easy to contact.**

Because of its size, MSU can be an overwhelming place—especially for a person who is trying to access the institution for the first time. One way of facilitating access would be to create toll-free telephone access through an 800-number. In this way, individuals would have an efficient way to describe their needs or interests. These inquiries could then be accurately routed to the appropriate unit or person.

In addition, it is important to expand awareness of the MSU Office of Adult Services, which regularly assists learners who are interested in continuing their education at MSU.

- **MSU should make known its array of outreach resources and, at the same time, help constituents connect more efficiently with the right knowledge source.**

In order to help potential participants understand what they can expect from MSU outreach projects, units should develop guidelines covering the conditions under which they engage in outreach.

In order to make outreach activities and programs better known to constituents, units might publish directories and brochures describing available knowledge resources and then update this information regularly. These directories could be made available in multiple formats—hard copy, disk, and on-line. A university-wide outreach resource directory, combining those of individual units, could be cross-indexed by, say, problem area (e.g., small business development, addictive drug use) to help users quickly locate the appropriate MSU resource.

- **MSU should communicate the ways in which outreach resources are made available.**

In order to help potential participants understand what they can expect from MSU outreach projects, units should develop guidelines covering the conditions under which they engage in outreach. These guidelines could cover such issues as how a unit chooses the outreach activities in which it engages, the length of time that unit

BEST COPY AVAILABLE

personnel typically are willing to commit to an outreach project, the role of undergraduate and graduate students in outreach, the fees that it charges for various outreach products and services, and the expectations that it has for university and external participants when an outreach effort is being designed and then undertaken.

- **MSU should take full advantage of its field infrastructure.**

Michigan State is fortunate to have an extensive field infrastructure for outreach, and constituents often initiate their contact with the University through it. The more knowledgeable field staff are about MSU's programs, the more helpful they can be when they receive constituent inquiries. In many cases, field staff are familiar with the knowledge resources available in some departments/schools, centers, and institutes, but not with others. To make this infrastructure more helpful to external constituents, special efforts should be taken to familiarize field-based staff with the full range of the University's knowledge resources. At the same time, East Lansing-based faculty and staff should become more familiar with MSU's field infrastructure.

- **MSU and its field offices should be easy and pleasant to visit.**

The University should work to make our campus and field offices as easy and as pleasant to visit as possible. We should work to insure that convenient parking, handicapper access, easy-to-understand signage and directions, reasonably priced programs, and courteous and friendly staff are available to external audiences seeking to use the University's outreach resources.

Declare MSU's commitment to collaborate in learner-focused outreach

> ***Recommendation 18:*** Michigan State University should join others in forming a confederation of organizations with learner-focused outreach as its goal.

By almost any measure, MSU has an impressive capacity to deliver knowledge through outreach. In addition to the array of world-class scholars, experienced staff, and bright, highly motivated students, the University also has a variety of off-campus networks with which it connects for outreach.

An increasingly important function for Michigan State is to assist learners in identifying and securing knowledge resources whether or not those resources exist on our campus.

In the past, this extensive infrastructure has been viewed primarily as a link between campus and field, and as a means to facilitate two-way communication for the efficient extension of knowledge from campus to learners located off-campus. This function is still very important and uniquely positions MSU among knowledge resources in our state. But another increasingly important function for Michigan State is to assist learners in identifying and securing knowledge resources whether or not those resources exist on our campus.

In doing so, MSU will increasingly become an institution that recognizes the strengths and knowledge resources associated with partner institutions. Such a perspective is crucial because MSU faculty, staff, and students are not the only sources of knowledge about the needs and problems facing the constituencies it serves or is MSU the only provider of knowledge for these constituencies.

Partnerships and referrals make sense at Michigan State.... It is a way for MSU to balance its commitment to access within the limitations imposed by the realities of its own finite resources.

Indeed, MSU could not possibly meet all of the knowledge needs of its constituents even if it devoted all of its institutional resources to outreach. Consequently, connections with other knowledge-based institutions, groups, and persons (e.g., universities, community colleges, corporations, and consultants) can result in creating timely and exciting university-industry, university-agency, and university-university partnerships, as well as referrals from MSU faculty and staff to professionals in other organizations and institutions.

These partnerships and referrals make sense at Michigan State for mission-related as well as for practical reasons. It is a way for MSU to balance its commitment to access within the limitations imposed by the realities of its own finite resources.

When Michigan State operates in this collaborative way, it takes a learner-focused approach to outreach. A learner-focused approach stresses the preeminence of learners' knowledge needs. It means that, in striving to meet learner needs, the University seeks to create strategic alliances with faculty, staff, and students across MSU and, externally, with other partners. To accomplish this goal, MSU campus-based and field-based personnel should view themselves as participants in a confederation of knowledge workers that includes, but also extends beyond the confines of, our university. Their role is not to compete with other knowledge providers, but to collaborate and make more complete the learning opportunities available for people, groups, organizations, and communities. This approach can stimulate co-planning among knowledge providers, facilitate learner access to these opportunities, and most importantly encourage the delivery of learning opportunities that are most appropriate for learners.

A learner-focused approach stresses the preeminence of learners' knowledge needs. In striving to meet learner needs, the University seeks to create strategic alliances with faculty, staff, and students across MSU and, externally, with other partners.

Strengthen Outreach through University-wide Leadership

At various points throughout this report, we have called for specific tasks and responsibilities to be undertaken by the Office of the Vice Provost for University Outreach. Attention now specifically turns to this Office. Later in the section, the leadership required from other parts of the University will be addressed.

Facilitate outreach across the University through the Office of the Vice Provost for University Outreach

> ***Recommendation 19:*** The Office of the Vice Provost for University Outreach should provide University-wide leadership, coordination, and support for the Institution's outreach mission, as well as spearhead the implementation of recommendations presented in this report. But, as stated earlier, Michigan State University should continue to lodge primary leadership for outreach in the academic units.

The Office of the Vice Provost for University Outreach was established in 1990 as a means to integrate outreach at the college and unit levels more fully.

The Office of the Vice Provost for University Outreach was established in 1990 as a means to integrate outreach at the college and unit levels more fully. While the major programmatic responsibility for outreach activities resides in the academic units, the Vice Provost is charged with overseeing all aspects of MSU's outreach efforts with the goal of ensuring that these efforts are internally coordinated, externally linked,

BEST COPY AVAILABLE

responsive to important social needs, and consistent with the University's mission, strength, and priorities.

To carry out these responsibilities, the Office of the Vice Provost for University Outreach is strongly linked to the other functions and offices associated with the Office of the Provost, as well as to the Office of the Vice President for Research and Graduate Studies. Additional responsibilities include:

- engaging in outreach strategic planning;
- establishing and maintaining an array of external linkages with government agencies, higher education institutions, professional associations, and private and nonprofit sector organizations;
- building collaborative relationships, networks, and structures with these partners;
- recommending policies, systems, and structures that enhance university outreach at MSU especially in relationship to enhancing access to the University's knowledge resources;
- nurturing and promoting interdisciplinary and interprofessional strategies for addressing current and emerging societal issues;
- working with deans, unit administrators, faculty, and staff, and students to support outreach planning and programming at the unit level; and
- conducting ongoing evaluation of the University's outreach programs.

In this new structure, the Office is responsible for encouraging a more integrative and interactive outreach program across the campus. For example, under this new arrangement, the Director of Michigan State University Extension reports to two vice provosts—the Vice Provost and Dean, Agriculture and Natural Resources, and the Vice Provost for University Outreach (with the CANR dean and vice provost functioning as lead administrator). This dual reporting line emphasizes the importance of traditional extension activities as well as more generalized, cross-university activities.

We support the approach of integrating outreach into academic programs throughout the University. The move to decentralize outreach, although not without its challenges, enhances this integration process. Because the decentralization process has been unevenly adopted across the University, one of the foremost roles of the Vice Provost's office is to nurture and stimulate outreach programs and support services where they are most needed. This support, as important as it is, must not interfere with the Office's continuing support for advancing outreach where there are well-developed outreach interests, needs, and strengths.

If University outreach is to become more fully integrated into MSU's mission, it cannot be "owned" by the Office of the Vice Provost for University Outreach.

If University outreach is to become more fully integrated into MSU's mission, it cannot be "owned" by the Office of the Vice Provost for University Outreach. Because of the recent efforts to downsize the internal structure of the Office, including the elimination of administrative positions, resources that otherwise would be devoted to structure are now available to support outreach programming throughout the University.

The Office of the Vice Provost for University Outreach should be strengthened in ways that make it possible to better serve MSU, as well as Michigan State's

outreach constituents in Michigan, elsewhere in the United States, and around the world. Examples of how the service functions of this Office can be further strengthened might include the following:

We recommend expanding the Office's advisory structure to include campus faculty and staff, students, administrators, field-based faculty and staff, and external constituents of MSU's outreach programs.

- **Expand the advisory structure.**

The Provost's Committee on University Outreach is an ad hoc group. Every university assembles such groups from time to time to advise the administration on relevant and appropriate policies. Currently, the Vice Provost's office is advised by a Deans' Advisory Committee. We recommend expanding the Office's advisory structure to include campus faculty and staff, students, administrators, field-based faculty and staff, and external constituents of MSU's outreach programs.

- **Undertake outreach functions without adding permanent administrative positions.**

Many persons, inside and outside academe, believe that higher education suffers from "administrative bloat." Yet, programmatic effectiveness is diminished if outreach is not planned, coordinated, and evaluated. To carry out these functions without adding to administration, the Committee recommends that the Vice Provost continue using a system of release-time administrative appointments for faculty and staff members. This approach will introduce a rotating set of persons to outreach administration and, at the same time, not burden the Office with recurring administration commitments for specific personnel and positions.

- **Strengthen outreach linkages with Michigan's colleges and universities.**

In an era of public resource constraints, it is absolutely essential that Michigan's colleges and universities work together to meet the educational and knowledge needs of the citizenry. Redundancy in programming and competition between institutions must be directly addressed, reduced and, preferably, eliminated.

Because the State of Michigan does not have a statewide governing board (or boards) for higher education, the state's colleges and universities use other means to share information, coordinate, and collaborate. Michigan State University has always been a prominent actor in these efforts, especially in the area of lifelong and continuing education.

In light of MSU's standing as the state land-grant university, the Office of the Vice Provost for University Outreach must play a proactive role in working with other higher education institutions in Michigan.

In light of MSU's standing as the state land-grant university, the Office of the Vice Provost for University Outreach must play a proactive role in working with other higher education institutions in Michigan. This leadership role will include the need to strengthen existing alliances and may also require establishing new structures. The goal of this work is straightforward: to enable the knowledge resources of Michigan's colleges and universities to flow to the people of Michigan efficiently and effectively.

BEST COPY AVAILABLE

- **Strengthen outreach linkages with universities in the United States and throughout the world.**

Michigan State's standing extends beyond the boundaries of our state. Our institution has an enviable reputation nationally and around the world. For decades, Michigan State has sought to be, and has been viewed as, a leader among institutions of higher education on matters pertaining to university outreach. Without question, MSU is an institution with national and international interests and obligations.

This report should be broadly distributed nationally and internationally. Peer reaction to the report is not only valuable, it is vital.

Consequently, this report should be broadly distributed nationally and internationally. Peer reaction to the report is not only valuable, it is vital. In addition, the Office of the Vice Provost for University Outreach, in collaboration with other offices across the University, should assist other higher educational institutions in their quest to improve the outreach function. This activity is in line with the University's longstanding role of institutional partner and global citizen. And, as always, MSU will learn important lessons as it shares its experiences with other institutions.

Expect leadership throughout the University

Recommendation 20: Leadership, in the form of commitment, capacity, and vision, must emanate from across Michigan State University—from the faculty, students, and staff, to the Board of Trustees. This leadership, when exercised, will create an institutional environment that consistently demonstrates to all that outreach is a fundamental feature of the University's mission.

Leadership from the Office of the Vice Provost for University Outreach is necessary but not sufficient for advancing the outreach mission at Michigan State University. Leadership must also be exercised by the faculty and staff, the deans, the Provost, the other vice presidents, the President, and the Board of Trustees.

Leadership from the Office of the Vice Provost for University Outreach is necessary but not sufficient for advancing the outreach mission at Michigan State University. Leadership must also be exercised by the faculty and staff, the deans, the Provost, the other vice presidents, the President, and the Board of Trustees.

At the unit level, faculty members must blend individual interests, aspirations, and strengths to create communities of scholars. Each unit must advance a scholarly agenda that is designed to fulfill the obligations associated with unit and University missions. Chairpersons and directors must be able and willing to guide this process—ever mindful that MSU's mission includes multiple responsibilities. The notion that outreach is a cross-cutting enterprise, rather than a separate and competing activity, should make it easier to accomplish this goal. And, this planning process must include the voices of unit constituencies. If properly designed and undertaken, this input will enrich and enliven the scholarly debate—not overwhelm or control it.

Deans, who oversee the work of multiple units, are responsible for stimulating, recognizing, and rewarding units' mission-related work. Deans have the tools at their disposal to steer outreach in new and exciting directions. These tools include appointing chairpersons and directors who believe in the importance of outreach, ensuring that outreach-supportive faculty evaluation criteria are established and consistently applied in each unit for which they have responsibility, and rewarding units and faculty for outreach excellence.

The Provost, as the University's chief academic officer, is in a position to monitor and adjust the overall academic direction of the University. Leadership with respect to outreach comes in various forms: making key personnel appointment decisions, allocating budget resources, evaluating unit performance, and reviewing faculty promotion and tenure recommendations. It is in this regard that the concept of balance, discussed earlier in this report, is critical. A balanced approach to scholarship—one that sanctions the array of scholarship that is required at Michigan State University—is of utmost importance. These efforts can and should be done in collaboration with the faculty, chairpersons/directors, and deans, as well as in conjunction with all other vice presidents.

The citizens of Michigan are already making a significant investment in Michigan State University. But there is a return on that investment in all the major functions undertaken by the University, including outreach.

The University President, as chief executive officer of the University, plays a distinct and unique role. As chief spokesperson for Michigan State, the president can articulate a vision for the institution that emphasizes the importance of outreach. The recognition that comes from presidential affirmation cannot be underestimated. In saying this, though, it is imperative that rhetoric be consistently translated into practice. This connection process begins when a president understands outreach, listens to the issues and concerns expressed by faculty, staff, students, administrators, and the University's external constituents, and then promotes actions regarding outreach that are in the best interests of institutional growth and development.

The Board of Trustees, as the policy making body of the University, has ultimate responsibility for ensuring that Michigan State achieves mission-related excellence. This requires an informed understanding of Michigan State's role as a land grant, research-intensive university, including the unique contributions to be made by MSU through its outreach activities. It also requires dedicated, and often bold, leadership to ensure that MSU is consistently strong and vibrant in areas that are central to its institutional charter.

Finally, those in the public policy arena—including the governor, state legislators, and Michigan's congressional delegation—must be kept informed about the public benefits of outreach and the need to support it. The citizens of Michigan are already making a significant investment in Michigan State University. But there is a return on that investment in all the major functions undertaken by the University, including outreach. As the knowledge needs of our citizens and institutions continue to grow and expand, the value of outreach is sure to increase. Michigan State is the state land-grant university and, as such, must be viewed by those in the public policy arena as Michigan's flagship institution with respect to university outreach.

Michigan State is the state land-grant university and, as such, must be viewed by those in the public policy arena as Michigan's flagship institution with respect to university outreach.

BEST COPY AVAILABLE

The pressures besetting the modern university, although different in type, are no more severe than the challenges facing all contemporary institutions—public, private, and nonprofit.

Universities cannot escape these pressures. Indeed, as knowledge enterprises, they should be shining examples of how institutional transformation can be effected.

At Michigan State University, the institutional change process must be fundamentally tied to our institution's status as a public, land-grant institution.

POSTSCRIPT: THE TWENTY-FIRST CENTURY UNIVERSITY AND OUTREACH

Large, public universities, such as Michigan State University, have historically responded to the knowledge needs of diverse audiences. These audiences include undergraduate and graduate students, and many groups and organizations that seek access to the University's knowledge resources, including professionals working in all fields of endeavor encompassed by the University.

The need to respond to multiple audiences creates pressures at all levels of the University: at the central level, the college level, the unit level, and the faculty/staff level. But no institution can afford to be "all things to all people," and every institution must answer fundamental questions: Why was this organization established? What is its mission? What are its priorities?

The pressures besetting the modern university, although different in type, are no more severe than the challenges facing all contemporary institutions—public, private, and nonprofit. Virtually all institutions are making hard choices. These choices—the new realities of the late twentieth century—are propelling institutions to reinvent, refocus, and reform how they operate in turbulent, unpredictable environments. Universities cannot escape these pressures. Indeed, as knowledge enterprises, they should be shining examples of how institutional transformation can be effected.

Without question, postsecondary education (especially public higher education) has entered an era of significant change. The change process can be led by the Academy if it moves appropriately and deliberately. At issue is not whether change will occur, only when it will occur and who will lead it. Sometimes organizations do not see the need to make necessary change, fail to move quickly enough, or resist change even when others call for it. When such failure or resistance happens, those inside the organization often lose the ability to lead and direct change.

At Michigan State University, the institutional change process must be fundamentally tied to our institution's status as a public, land-grant institution. This standing, expressed in our institutional mandate and mission, underscores the University's covenant with the people of Michigan, the nation, and the world. In addition, MSU shares a bond with all other institutions of higher education: it is a community of scholars where scholarship is exercised in the form of knowledge generation, transmission, application, and preservation. Certainly, university outreach is not the only variable in the change equation, but it is an important one. Outreach is one of several major functions that takes place at Michigan State, but it has special relevance because of our institution's mission-related obligations.

Although the challenges are many, the future holds great promise for Michigan State University. Greatness comes from confronting and mastering challenges, not from avoiding them or waiting for others to lead. Otherwise, excellence will be an impossible dream rather than an achievable reality.

BEST COPY AVAILABLE

The all-important question is: Will Michigan State be at the forefront of the movement of universities into the twenty-first century?

Today, in unprecedented ways, our University is being asked to make its knowledge resources available and accessible to society. The all-important question is: Will Michigan State be at the forefront of the movement of universities into the twenty-first century? We trust that the answer will be an emphatic "yes," and we hope that the thinking advanced in this report will assist our University in this most important effort.

MAJOR REFERENCES

Boyer, Ernest. 1990. *Scholarship Reconsidered: Priorities of the Professoriate.* Princeton, NJ: Princeton University Press (for the Carnegie Foundation for the Advancement of Teaching).

Checkoway, Barry. 1991. "Unanswered questions about public service in the public university." *Journal of Planning Literature* 5:219-225.

Council on the Review of Research and Graduate Education (CORRAGE). 1991. *Research and Graduate Education at Michigan State University.* East Lansing, MI: Board of Trustees, Michigan State University.

Dressel, Paul. 1987. *College to University: The Hannah Years at Michigan State University (1935-1969).* East Lansing, MI: Michigan State University Press.

Enarson, Harold. 1989. *Revitalizing the Land Grant Mission.* Blacksburg, VA: Virginia Polytechnic and State University.

Keller, George. 1983. *Academic Strategy: The Management Revolution in American Higher Education.* Baltimore: The Johns Hopkins University Press.

Lynton, Ernest. 1992. *Scholarship Recognized.* Unpublished manuscript submitted to the Carnegie Foundation for the Advancement of Teaching.

Lynton, Ernest and Sandra Elman. 1987. *New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals.* San Francisco: Jossey-Bass.

Task Force on Lifelong Education. 1973. *The Lifelong University: Report to the President of Michigan State University.* East Lansing, MI: Michigan State University.

Votruba, James. 1992. "Promoting knowledge in service to society." *Metropolitan Universities* 3:72-80.

BEST COPY AVAILABLE

APPENDIX: EXAMPLES OF OUTREACH AT MICHIGAN STATE UNIVERSITY

The following are examples of existing initiatives that serve to illustrate the breadth and consequence of outreach as practiced at Michigan State University.

My Brother's Keeper

Geneva Smitherman, English

My Brother's Keeper is a mentoring program designed to improve educational self-esteem of at-risk students, with emphasis on African-American males. Numerous MSU undergraduates serve as volunteer mentors and role models for fifth and sixth graders from Malcolm X Academy and other Detroit elementary schools.

The program attempts to intervene in the children's life experiences at an early age and impact their attitudes about college through interactions with African-American role models. The Detroit children participating in the program have shown improved educational self-esteem and college awareness.

Some MSU mentors plan to become teachers and the Brother's Keeper experience assists in their development for the teaching profession. It also reinforces their commitment to youth and their sense of social responsibility.

Center for Fundamental Materials Research

Thomas Pinnavaia, Director

The Center for Fundamental Materials Research (CFMR) has established outreach programs to make its resources available to Michigan's scientific/industrial community. Through the CFMR Academic Affiliates program, visiting scientists from Michigan industry and academic institutions from around the world come to work with MSU researchers. The CFMR also has established an Industrial Affiliates program to facilitate technology transfer and promote interaction between CFMR faculty and their research counterparts in participating industries such as Dow, BASF, Amoco, Mobil, Rockwell, and Ford.

Over 30 MSU scientific and engineering faculty members from five departments are engaged in interdisciplinary materials research projects through the Center for Fundamental Materials Research (CFMR). The CFMR is the only such center in Michigan, and projects are selected on the basis of their potential to enhance the economy of the state and nation. It is supported by Michigan's Research Excellence Fund and funding from federal agencies, industrial firms, and foundations.

The CFMR was awarded six U.S. patents in 1991-92, with six more patents pending. Research is conducted in cooperation with companies from Michigan and other states. By participating in CFMR research, graduate students gain experience with the latest research techniques and applications, thus enhancing their career prospects.

BEST COPY AVAILABLE

The Cancer Center

G. Marie Swanson, Director

The Cancer Center at Michigan State University is the only such center in the United States focusing on cancer prevention, early detection, treatment, and supportive care to rural populations. The National Cancer Institute recently awarded the MSU Center a three-year planning grant because it is viewed as a potential model for cancer prevention and control in rural areas.

The Cancer Center has brought multifaceted educational outreach to more than 40 counties across Michigan. For example, a rural cancer prevention program focused on skin cancer and breast cancer has reached more than 3,000 people in the Thumb area of Michigan. The Cancer Center's Treatment Consortium provides cancer care for several thousand patients in 10 communities through a network of 27 hospitals and more than 80 physicians. Outreach is carried out collaboratively by more than 25 faculty and staff from the main campus and the MSU Extension Service, and representatives of some 17 organizations, including the American Cancer Society and the Michigan Department of Public Health.

Through the Cancer Center program, university activities in research, outreach, and teaching are directly linked. Research on prevention, early detection, treatment and supportive care is conducted directly in communities throughout the state. Research findings are immediately implemented in those communities and others. MSU faculty use the research and related outreach activities to enrich their on-campus classes.

Summer Degree Program in Traverse City: The Master's Program in Curriculum and Teaching

J. Bruce Burke, Teacher Education, Coordinator

The Master's in Curriculum and Teaching (MACT) is designed to meet the needs of teachers in the twenty-first century. The College of Education faculty recreated the degree program during the recent semester system conversion. Although the same degree is offered on campus, the unique feature in this off-campus program is the building of a single-location cohort. This approach encourages a small learning community to develop peer support and professional sharing. All coursework is offered in Traverse City at Northwestern Michigan College.

The curriculum spans professional development, subject-oriented investigations in literacy and social studies, content-specific pedagogy, and schoolwide staff development and collaboration. By combining independent study and field work with intensive four-week summer cycles, K-12 educators can complete the degree in three years.

Exploring SPACES

Jan Barker, 4-H Youth Agent, Kalamazoo County

Exploring SPACES gives inner-city young people an opportunity to explore science, technology, reading and mathematics. The program uses interactive computer/video systems to help children develop the problem-solving skills, self-esteem, and knowledge of new technologies that will be necessary for the work force of the future.

Last year, more than 600 youth participated in this innovative in-school, after-school, and summer program in the Edison Neighborhood, a community adjacent to Kalamazoo's downtown business district. Single-parent households with incomes below the poverty level make up some 60 percent of the community.

Exploring SPACES is conducted at two elementary schools by Kalamazoo County 4-H Youth Development Programs in collaboration with Kalamazoo Public Schools and other community organizations. It draws on expertise in the MSU State 4-H Office, the MSU Institute for Children, Youth and Families, and MSU faculty members. The project is supported by a cadre of volunteers from among parents, teachers, senior citizens, high school students, Western Michigan University students, and members of the local business community and community agencies.

Adult Education for Alumni

Charles McKee, Director, Alumni Lifelong Education

Alumni Lifelong Education offers noncredit education programs throughout the state, nation, and the world for alumni and friends of Michigan State University. It focuses on personal growth and development through multidisciplinary educational approaches involving cultural, intellectual and social dimensions. In 1992, more than 1,800 adults registered for some 150 educational activities.

The three major components of Alumni Lifelong Education are: Travel-Study Programs; Evening College on campus; and Special Programs, such as Summer Alumni University and Elderhostel. A pilot program for MSU regional alumni clubs was launched last year. The Alumni Club Study Group promotes self-learning among a group of 15-18 club members, who meet four times over a 12-week period to discuss a selected topic, using a syllabus developed by an MSU faculty member.

Many of the Alumni Lifelong Education programs involve MSU faculty as well as faculty members in other countries. Several travel-study programs have been conducted cooperatively with other Big Ten universities.

International Business Centers

S. Tamar Cavusgil, Director

The International Business Centers at MSU include two units: the Michigan International Business Development Center (MI-IBDC) and the MSU Center for International Business Education and Research (MSU-CIBER). The former unit serves as a resource to the state and region on international business development issues, and maintains close working relationships with client businesses and with other

BEST COPY AVAILABLE

technical assistance and economic development agencies in Michigan. The latter unit is one of 16 centers of excellence in the United States created in the fall of 1990 to enhance management education and research, and to assist businesses in addressing challenges of a globally competitive marketplace.

The Centers' outreach programs offer technical assistance, advice, and training to the Michigan business community at large, as well as individual counseling for small- and medium-sized businesses, to facilitate their involvement in international business. Faculty and staff have developed materials to assist businesses, such as: an Import Reference Packet, providing basic resources regarding importing; a general Resource Directory, assisting with international research and development; and a Finance Resource Packet, on developing sources of capital. In addition, the Centers designed microcomputer software called CORE (Company Readiness to Export) that has been acquired by the U.S. Department of Commerce for use as a training and counseling tool by its international trade specialists.

Science Theater

Graduate Student Steering Council, Physics and Astronomy

A one-year waiting list for appearances attests to the popularity of Science Theater, an outreach program designed and operated by graduate students in physics and astronomy. The students provide hands-on, scripted science shows tailored to suit individual requests, most of which come from elementary and middle school teachers.

More than 10,000 students in mid-Michigan saw Science Theater presentations in 1992. A teacher conference held last fall gave teachers an opportunity to critique the presentations and to gather science demonstration ideas for their own use.

Science Theater was created to support science education and contribute to a more science literate public. In addition to weekly school appearances, the graduate students answer science related questions in a weekly newspaper column, "Ask Science Theater."

Michigan Political Leadership Program

Jack Knott, Director, Institute for Public Policy and Social Research

This nonpartisan educational program encourages citizen participation in government, particularly among under-represented groups. It is modeled after a North Carolina project that helped more than a third of its graduates win local and state office within a year after completing the program.

Sessions at locations statewide assure broad exposure to varying issues. The curriculum immerses participants in personal development, public policy analysis, governance, and campaigns and elections. Participants study the Michigan constitution, state and regional issues, preparing for candidacy, election law, and how to work effectively with the print and electronic media. Combining an academic perspective on how government is meant to work with presentations by civic and

political leaders, the program changes the attitudes of participants about running for office.

Turfgrass Information File

Pete Cookingham, MSU Libraries

The Turfgrass Information File (TGIF) is an on-line computer based bibliographic database of literature on turfgrass science maintained through the Turfgrass Information Center of the MSU Libraries. More than half of its subscribers are golf course superintendents and other grounds management professionals.

TGIF is sponsored by the United States Golf Association (USGA) and draws on the MSU Libraries' O. J. Noer Memorial Turfgrass Collection, the world's finest publicly accessible collection of information related to turf culture and golf course management. The O. J. Noer Foundation, named in memory of the pioneer turf agronomist, supports development and maintenance of the collection.

Michigan Manure Management Demonstration Project

Ted Loudon, Agricultural Engineering

The state's livestock producers need innovative management techniques for reducing the environmental impact of manure. To meet that need, a coordinating committee made up of a multi-agency team from Ionia County and nearly a dozen MSU faculty members are working on a manure management demonstration project. Ionia County was selected as the demonstration site on the basis of a proposal for a regional composting facility that would not only accept manure from livestock producers but would also handle yard waste from cities and villages in the county. Yard waste has been banned from solid waste disposal facilities as of 1993.

The technical aspects of the composting facility and assistance to livestock producers are being carefully planned. MSU faculty members are applying their research on compost design concepts and manure management record keeping systems to the design of the project. The Ionia County Planning Group is working closely with leadership groups throughout the county to gain enthusiasm and support for the project.

Sports Skills Program

Gail Dummer, Physical Education and Exercise Science

The Sports Skills Program offers coaching and instruction in sports skills to children and adults with disabilities who live in the greater Lansing area. Program participants meet once a week to work on improving their skills and fitness, and some prepare for competition through such organizations as Special Olympics. About 50-65 individuals participate in the program each semester.

About 80 undergraduate students each year enroll in "Physical Activity for Special Populations," to gain experience as coaches for the Sports Skills Program. These

BEST COPY AVAILABLE

students usually are majoring in physical education and exercise science; therapeutic recreation; special education; or related fields.

Few programs are available in the Lansing area that provide sports and recreation services to persons with disabilities. The Sports Skills Program is offered at low cost to participants and is supported by various community funding agencies. The program's Advisory Committee includes community leaders with disabilities.

Institute for Children, Youth, and Families

Richard M. Lerner, Director

The Institute is a University-wide, multidisciplinary unit integrating outreach, policy engagement, and research. Through human developmental and ecological models, the Institute promotes faculty-community collaborations involving the generation, transmission, application, and preservation of knowledge.

The Institute's major goals are: 1) to promote the positive development of children, youth, and families; 2) to respond effectively to contemporary problems; 3) to acknowledge and celebrate the diversity and strengths of communities; and 4) to create a new paradigm for professionals, one merging research, outreach, and policy engagement.

College of Nursing Off-Campus Degree Programs

Marilyn Rothert, Acting Dean

MSU's College of Nursing, in response to requests from local nurses, offers its Bachelor of Science in Nursing completion program for registered nurses in Lansing and Battle Creek. The Lansing and Battle Creek area programs began with directly delivered courses at local hospitals and community colleges. At present, the College of Nursing is offering courses to both Lansing and Battle Creek by two-way interactive video transmission.

Recently, the College of Nursing has also added its high demand Master's of Science in Nursing degree program to its off-campus offerings at two locations, again using interactive video. During Fall Semester 1993, the College is offering MSU's first course that is linked at three locations—Lansing, Muskegon, and Grayling.

MSU's M.S. program in nursing has a primary care focus with a strong clinical component, and allows nurses to prepare for certification by the American Nurses Association. This certification permits private practice, as well as qualifying a nurse for advanced clinical care positions in hospitals or in a group medical practice.

Michigan Partnership for Economic Development Assistance

Rex LaMore, Community and Economic Development Program, Urban Affairs Programs, Coordinator

The Michigan Partnership for Economic Development Assistance (MP/EDA) was established in 1987 with support of the U.S. Department of Commerce, Economic Development Assistance. The program is committed to addressing the problems confronting distressed communities in the state of Michigan. This involves a phased, multi-year workplan to promote and support local economic development efforts that includes research, training, and direct assistance to development agencies and community-based organizations.

An example of outreach research associated with the MP/EDA is a project focusing on the development of a community income and expenditure model. This model helps local decision makers and citizens better understand local cash flows and, with this understanding, create appropriate economic development strategies. Outreach teaching is conducted through workshops. Project staff have prepared handbooks and research-based material for use in this training, including documents on strategies for financing community economic development and organizing for community-based economic development.

Just Caring: Forums on Health Care Reform

Leonard Fleck, Center for Ethics and Humanities in the Life Sciences, Coordinator

Initially funded through an All-University Outreach Grant, this program encourages an informed discussion about health care and its reform. Working with hospital ethics committees and community advisory groups, forums have been held in a number of Michigan cities, including Detroit, Kalamazoo, and Lansing.

During these forums, participants gain an understanding of health reform from a moral point of view, that is, what a just and caring society ought to do. Participants go through several scenarios, making choices as both bedside physician and hospital administrator. Each participant also answers a 40-item interactive computer program through a keypad. This technology, manufactured in Holland, MI, was underwritten by a grant from MSU's Office of the Vice Provost for Computing and Technology. A bar graph tracks the group choices and the findings are projected on a large screen at the forum site. This approach makes it clear to participants that health care issues are complex in nature, and that there is no single "right" answer.

Hazardous Materials Training Project

Dale Brickner and Scott Tobey, Labor and Industrial Relations

For the past five years, faculty from the MSU Labor Education Program (LEP) have provided hazardous materials training to assist employers in complying with new state and federal regulations designed to protect the health and safety of employees. More

BEST COPY AVAILABLE

than 80 emergency response programs have been conducted to train fire fighters to response defensively to releases of hazardous materials. The program has provided similar emergency response training for personnel of companies such as Ford Motor, General Motors, NutraSweet, and Kraft General Foods.

The instructional programs are tailored to the specific needs of client organizations. In developing training materials and evaluation instruments for these programs, LEP has worked cooperatively with other academic institutions in the Midwest Consortium for Hazardous Waste Worker Training. Funding has come from the National Institute of Environmental Health Sciences and the Michigan Department of Labor.

South Washington Park Senior Health Clinic

Sharon King and Catherine Lein, Nursing

A Senior Health Clinic developed by MSU nursing faculty is a model for cost-effective alternative care delivery that uses early intervention to avoid health crises for low-income elderly and/or disabled persons. This enables them to live independently rather than relying on foster or nursing home care.

The clinic is in the South Washington Park Apartments, a HUD unit overseen by the Lansing Housing Commission. MSU nursing graduate students and faculty provide health monitoring services, such as blood glucose tests and blood pressure reading, medication monitoring and health monitoring services, and health promotion programs, such as stress management and coping with loss. The clinic is open 16 hours a week, and handles more than 100 client visits each month, at little or no cost to the clients.

In addition to providing nursing students with clinical experience, the Senior Health Clinic is part of the Geriatric Clerkship of residents from the MSU Colleges of Human Medicine and Osteopathic Medicine.

Adolescent Diversion Program

William S. Davidson II, Psychology

Each year, more than 100 MSU undergraduates, who enroll in a year-long credit course in the Dept. of Psychology, engage in experiential education by being paired one-on-one with adolescent delinquent youth and their families. The students provide advocacy and family-based intervention on a weekly basis to adolescent offenders. The program has significant positive effects on both the adolescents and MSU undergraduates.

This program blends research, teaching, and outreach in a long-term effort that, since 1976, has involved five other MSU faculty members, more than 60 graduate students, 1,400 undergraduate students, staff of the Ingham County Probate Court, and more than 1,400 adolescents from the local community.

The initial phase of this program involved research on effective diversion programs for juvenile offenders. In the second phase, research findings are being applied through education and outreach activities.

The Julian Samora Research Institute

Joseph Spielberg, Interim Director

The Julian Samora Research Institute is the Midwest's premier policy research and outreach center to the Hispanic community. Named in honor of a pioneer scholar in Mexican-American studies, the Institute is committed to generating knowledge through research, transmitting knowledge through teaching, and applying knowledge to meet the needs of the Latino community in the Midwest.

A number of research-focused, community-based projects are underway in three primary program areas: Family, Youth and Education in Neighborhood Contexts; Social and Economic Demography; and Community/Economic Development Studies. For example, an after-school program called La Clase Magica uses computer technology to facilitate language skills of Spanish-speaking elementary school children and their families. Two other programs use the culture and history of Latinos to encourage an interest in science and math among youth.

Peer Mediation Program

William Donahue, Communication

The Peer Mediation Program teaches elementary school students to resolve disputes through discussion rather than violence. It also gives MSU students an opportunity to learn dispute resolution skills and teach them to children.

The program is conducted at two elementary schools in Lansing with high percentages of "at risk" students. MSU undergraduates enrolled in a communication course develop and teach after-school sessions in conflict mediation for elementary students who have been selected to serve as "conflict managers." During playground duty, MSU students observe and facilitate the conflict managers' performance in resolving disputes among their peers, who are given the choice of working with the conflict managers or with school principals.

The program has demonstrated positive effects on all children at the participating schools. Skills and strategies they learn at school are being applied in a variety of settings off the playgrounds. In addition, students trained as conflict managers develop friendships with the MSU students and often express an interest in attending college themselves.

Center for Remote Sensing

Jon Bartholic, Director

The Center for Remote Sensing uses information about land, water, and atmospheric resources gathered from satellite sensor systems to meet the needs of a variety of clients throughout Michigan. Center personnel work cooperatively with both public agencies and private organizations in Michigan to develop a wide range of data applications for improving resource use decisions. The Center houses laboratories for digital image processing, enhancement and interpretation, a library of remote sensing publications and technical reference materials, and classroom facilities. An extensive

BEST COPY AVAILABLE

archive of aerial photography, satellite imagery, and land resources maps is also maintained by Center staff.

Center staff meet the special needs of each user group through a variety of noncredit educational programs, including familiarization presentations, application workshops and technical training programs. A variety of educational materials are published by the Center, including the newsletter *Spectrum*. The Geographic Information Systems (GIS) technology developed at the Center is now used in more than 100 locations throughout Michigan.

Outreach to Small Manufacturing Firms

J. Kevin Ford and Steve Kozlowski, Psychology

Manufacturing firms of less than 250 employees make up the largest percentage of Michigan's industrial base. These small manufacturers are facing increasing competitive demands to improve quality, reduce costs, and increase response time. Yet, they often lack the expertise needed to develop detailed organizational assessments and reconfigurations.

Great Lakes Industries, Inc. (GLI) of Jackson, Michigan is typical of these small manufacturing firms. Two MSU faculty collaborated with GLI managers to help them reevaluate company goals and develop a long-term business strategy with a comprehensive training program. As a result of the project, training is an ongoing learning process that is fully integrated into the daily work life of GLI employees. The firm now has the expertise and experience needed to continue the process begun by the MSU faculty members. The project not only has had a major impact on the ongoing transformation of GLI, but also serves as a model for similar small manufacturing firms.

Hunger and Poverty Service Project

Richard Bernsten, Agricultural Economics; Mary Edens, Service-Learning Center

Through the course, "World Food, Population and Poverty," some MSU students encounter poverty for the first time. About 30 students a year opt to complete the extra credit assignment of volunteering 15 hours of their time to assist a community agency in service to the needy. Through the MSU Service-Learning Center, the students are given volunteer assignments in Lansing area soup kitchens, Salvation Army outlets, homeless shelters, domestic violence shelters, and YMCA or YWCA programs for needy children.

These volunteer experiences highlight the similarities in the problems faced by the poor in the United States and in developing countries. Students write reports describing their service and evaluating the agencies' performance. According to the instructor, students come to realize that the homeless often are victims of circumstances beyond their control.

Food Security In Africa

Michael Weber, Agricultural Economics

With financial and programming assistance from the U.S. Agency for International Development (AID), the MSU Department of Agricultural Economics has been engaged over the past eight years in a Food Security in Africa project that applies the land-grant approach of research, service, and training to problems of food security and economic development facing selected African countries.

Eight tenured faculty members in agricultural economics constitute the core group responsible for conducting the project in developing countries of sub-Saharan Africa. The goal is to increase food security, defined as access for all—at all times—to a level of food sufficient for an active, healthy life. The emphasis is on analyzing food security issues; formulating policies, plans and processes to promote food security; and building capacity through on-the-job training of researchers and analysts within host countries and through graduate degree training at MSU.

The Food Security in Africa project has attracted a large number of outstanding students from the United States and host countries who have completed master's and doctoral degrees at MSU. Because the graduate training of host country nationals is relevant to conditions in their home country, they are able upon their return to make good use of the knowledge and skills they have acquired.

Division of Science Education

Clarence Suelter, Biochemistry

The Division of Science Education is the College of Natural Science's primary outreach agency to K-12 teachers and students. In addition to offering outreach programs, the Division serves as a link between K-12 educators, statewide science teacher organizations, and MSU faculty.

Summer courses and weekend workshops taught by College of Natural Science faculty form the core of a master's degree in biological science for secondary teachers. Degree candidates increase their knowledge and understanding of science, and create laboratory and classroom learning materials as part of their thesis projects. Based on the success of the program for secondary teachers, a series of courses and workshops is being developed for elementary and middle school teachers across the state. The Division of Science Education works cooperatively with Lansing Community College on projects targeted for elementary and middle school teachers.

The Division coordinates Michigan Industrial Initiatives in Science and Math Education, a program that places teachers in industrial settings during the summer, and the High School Honors Science Program, which places high caliber high school science students from around the nation in MSU laboratories. It also coordinates the Laboratory Enrichment Activities Program (LEAP), providing lab experiences to high school juniors and seniors in a four-county area, and works with Lansing area science education agencies, such as Impression Five Science Museum and the Capital Area Science and Math Center.

BEST COPY AVAILABLE

The Kresge Art Museum

Susan Bandes, Director

The Kresge Art Museum houses the University's collection of over 5,000 works of art, and offers a rich diversity of style, technique, and cultures from 3000 BC to the present. A display of pieces from the permanent collection, and approximately 12 changing exhibitions a year, provide the University and mid-Michigan with opportunities to view and learn about the fine arts. Many of these exhibitions developed by museum staff are lent to other sites across the country. In addition, the staff provides consultation with local collectors on topics related to collecting art.

A broad range of educational activities is available for children, youth, and adults. Lectures, panel discussions, day-long symposia, and workshops are scheduled throughout the year at the museum and in the community. Guided tours of current exhibitions are given to adult groups as well as to over 7,000 K-12 students a year. Educational materials, teachers packets, and videos are developed by staff as resources for visitors and schools.

Forensic Pathology: The Investigation of Violent Death

Jay Siegel, Criminal Justice; and Norman Sauer, Anthropology

One of the most successful criminal justice training seminars of its type in the nation, "Forensic Pathology: The Investigation of Violent Death," has been taught to more than 800 professionals over the past 14 years. Seminar participants come from all over the country and include criminal investigators, medical examiners and coroners, prosecuting and defense attorneys, and judges.

The seminar provides the most current information on patterns of injury; crime scene investigation; collection, preservation and analysis of physical evidence; postmortem examinations and methods of human identification; and presentation of expert testimony in court. Presenters emphasize a teamwork approach to these types of investigations, and the presenters, themselves, form teams to cover the seminar material.

A unique seminar feature is the "bring your own case" session, in which participants can discuss actual case problems with the presenters, who have expertise in specialties such as forensic pathology, forensic dentistry, forensic anthropology, and legal aspects of violent death cases. The seminar is offered through the MSU School of Criminal Justice in cooperation with the Department of Pathology of Lansing's Sparrow Hospital.

National Center for Community Policing

Robert Trojanowicz and Bonnie Bucqueroux, Criminal Justice

The concept of community policing emerged from research by MSU criminal justice faculty on the Flint Neighborhood Foot Patrol Program. An evaluation of the program showed that a partnership between people and their police can have a

dramatic impact on the overall quality of life in a community. The National Center for Community Policing (NCCP) was established at MSU, through a grant from the Charles Stewart Mott Foundation of Flint, to disseminate information about community policing to a broad audience.

Since its inception 10 years ago, NCCP outreach efforts have reached more than 8,000 police professionals, community leaders, civic officials, public policymakers, academics, media representatives, and concerned citizens. NCCP staff provide training, technical assistance, research, evaluation, public education, and information. A community policing newsletter, *Footprints*, and 23 booklets in the "Community Policing Series" have been widely read. The director and associate director write a regular editorial column for a Detroit newspaper.

MSU became the first major university to implement community policing through the cooperative efforts of the NCCP and the campus Department of Public Safety. The Lansing Police Department also serves as an unofficial laboratory for new ideas in community policing.

Toledo Support Teacher Program

James Gallagher and Perry Lanier, Teacher Education

This multi-year effort draws on findings of educational research to improve teaching practices and student learning in science and mathematics. It serves as a model for school restructuring and for collaboration among school administrators, teachers' union members, and university faculty.

About 40 teachers in eight departments of four junior high schools in Toledo have participated and report positive effects in their general motivation and commitment to teaching, as well as their preparation to teach science and math. The program has fostered collegial working relationships among science and math teachers in support of instructional changes, experimentation, reflection, and peer interactions in and out of the classrooms.

As a result of the program, students are achieving at higher levels as measured by standardized tests, locally developed tests and reports of teachers in high schools that these junior high students enter. MSU teacher education faculty involved in this program have integrated their experiences and insights into their courses for the benefit of MSU undergraduate and graduate students.

Red Cedar Writing Project

Sharon Thomas, The Writing Center

The Red Cedar Writing Project (RCWP) is a five-week summer institute that provides teachers at all levels (K-20) the opportunity to study current theory and research in the teaching of writing while, at the same time, writing and responding to the writing of others. The RCWP was chosen as one of nine new participants of the National Writing Project, a program supported by the National Endowment for the Humanities and several private foundations. The program is based on the model of teachers

BEST COPY AVAILABLE

teaching teachers, and has reached over 820,000 educators since its founding 19 years ago.

Seventeen teachers from schools in and around Lansing, Grand Rapids, Battle Creek, and Kalamazoo participated in the 1993 summer institute, the first one held at MSU. The RCWP participants shared their best teaching strategies with each other, and made plans to visit one another's classrooms and conduct monthly follow-up meetings during the coming school year. Plans have also been made for a project newsletter and a mini-conference in January.

Family and Child Ecology Capstone Experience

Esther Fergus, Family and Child Ecology; and Mary Edens, Service-Learning Center

Undergraduate students enrolled in FCE 270: Introduction to Human Services each complete about 30 hours of volunteer work in two sites per semester. The MSU Service-Learning Center helps students secure placements at selected sites, such as Headstart, the Black Child and Family Institute, the Beekman Center, Burcham Hills Retirement Center, and Cristo Rey.

The purpose of this course is to assist students in learning about methods of identifying basic human needs across the lifespan and finding resources to meet those needs. Through their field experiences, students develop a working knowledge of human service systems and organizations. They also explore personal issues related to careers in the human services arena through course readings, written assignments, and classroom discussions.

Our Daily Work, Our Daily Lives

John Beck, Labor and Industrial Relations; David Labaree, Teacher Education; and Kurt Dewhurst and Yvonne Lockwood, MSU Museum

Artist Ralph Fasanella's paintings feature workers in their workplaces, homes, neighborhoods, and union halls. Two years ago, Michigan's Local 951 of the United Food and Commercial Workers donated Fasanella's painting, "Don't Mourn, Organize," to the MSU Museum. This and other pieces by Fasanella were showcased at a major exhibit at the MSU Museum in June 1993, along with presentations by the artist himself.

The exhibit is part of a joint cultural outreach project, "Our Daily Work, Our Daily Lives: Ralph Fasanella, Worker and Artist," conducted by MSU faculty in the Labor Education Program, Dept. of Teacher Education, and the Museum. An instructional video and educational materials on Fasanella and his work are being developed for classroom teachers, with a grant from the Communication Workers of America.

Beaver Island Partnership

Warren Rauhe, Landscape Architecture;
Cynthia Fridgen, Resource Development; and
Thomas Stanton, Public Service Commission, State of Michigan

This program aims to empower the residents of Beaver Island by developing and implementing a master land use and economic development action plan to guide future growth. MSU faculty in Landscape Architecture, Urban Planning, and Resource Development are providing expertise and guidance for this effort. Also participating are MSU Extension field staff, faculty from Jordan College Energy Institute, representatives from the Public Service Commission, and the Michigan Department of Natural Resources.

The Beaver Island Partnership is a prime example of how university research and teaching can be integrated and brought to bear in addressing a community need. The focus of the Partnership is on achieving consensus among residents about the future direction of Beaver Island and developing "doable" solutions. An energy study and other significant data gathering processes are involved. MSU students are engaged in the planning process through courses in landscape architecture and resource development that are directly linked to the program.

Michigan Blueberry Disease Program

Donald Ramsdell, Botany and Plant Pathology; and
James Hancock, Horticulture

The combination of basic and applied research with outreach programs that extend needed information to growers has worked efficiently and effectively in controlling diseases that have previously caused major destruction to Michigan blueberry crops.

One fungal disease that formerly caused crop losses of up to 25 percent a year has been virtually halted as a result of MSU studies and recommendations for effective use of fungicides. Annual losses from blueberry shoestring virus have been reduced from $3 million a year to less than $500,000. Recent insights into the spread of blueberry leaf mottle virus hold promise for significantly curtailing damage from this disease as well.

The MSU researchers run a virus-free clean stock program in conjunction with the Michigan Department of Agriculture and two cooperating nurseries in the South Haven area. For a small premium, blueberry growers are able to purchase healthy blueberry plants that have been tested for all known virus and virus-like diseases.

Michigan International Development Outreach Network

Marilyn Aronoff, Sociology; David Campbell, Geography;
and John Metzler, African Studies Center

Faculty members from Michigan universities and community colleges who are concerned with teaching international development issues have formed the Michigan

BEST COPY AVAILABLE

International Development Outreach Network (MIDEON) to exchange ideas and experiences, sponsor workshops, and promote the idea of development education.

MIDEON was developed by some of the 85 postsecondary educators who had participated in the MSU Center for Advanced Study of International Development (CASID) Summer Institute for Curriculum Development, held over the course of eight summers. CASID serves as the administrative hub of the network and facilitates access to resources available at MSU. However, MIDEON members define their own objectives and implement programs.

Membership is open to any educator in Michigan who is interested in development issues. Recently, a consortium of 20 Michigan institutional affiliates of MIDEON submitted a grant proposal to the U.S. Department of Education for funding to support MIDEON members' efforts to develop new curricula, conduct research, and participate in workshops.

Community Music School

John Martin, Director

The Community Music School (CMS) is the most recent arts outreach effort in the College of Arts and Letters. The CMS has as its mission to provide quality music instruction, and related music services and educational programs, to all interested individuals of all ages and levels of advancement regardless of their economic or financial situation. CMS provides significant access to the arts in a setting that combines pedagogy and research, for preschool and school-aged students, as well as for the adult population.

This nondegree-granting school offers a wide variety of music instruction including private and group instruction on all orchestral wind and string instruments, recorder, piano, voice, guitar, jazz, and Suzuzki strings; classes in music theory, choir, and mixed chamber music. Professional music therapeutic services are offered through the Music Therapy Clinic that serves individuals with mental impairments, sensory and physical challenges, autism, and psychiatric or mental challenges. Classes in Early Childhood Music and Movement offer a setting in which aural skills and musical sensitivity enrichment is provided for parents and their children from birth to 18 months; 18 months to 3 years; and 3 to 5 years.

The Office of the Provost

Lou Anna K. Simon, Provost

Provost's Office Liaison to the Committee

James C. Votruba, Vice Provost for University Outreach
Robert L. Church, Assistant Vice Provost for University Outreach
Mary Jim Josephs, Assistant Vice Provost for University Outreach
Martha L. Hesse, Assistant Director, Office of Planning and Budgets

Committee Staff

Laurie Wink, John Fallon, and Chandra Oden, Graduate Assistants
Glenda Gatewood and Jane Voss, Secretarial Support
Nancy Gendell, Editor
Shawn Lock, Format Specialist